SYLABBUS

N.A.S. COLLEGE MEERUT
IN
(Education Department)
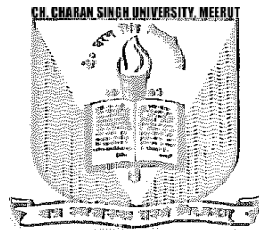## This course is offered
By
B.Ed. 2 Year Course
AND
M.Ed. 2 Year Course
(4TH Semester)

Master of Education(M.Ed.)
Two Year
(Four Semester) ProgrammeSession

2015-17 onwards

Chaudhary Charan Singh University
Meerut

Master of Education (M.Ed.) Two-YearSyllabus
Outline

SEMESTER I

Paper	Name of the paper	Course code	Evaluation Pattern &MarksIA EA		Total
Theory					
CC1	Philosophical Foundations of Education	M.Ed CC 101	**20**	**80**	**100**
CC2	Psychology of Learning and Development	M.Ed CC 102	**20**	**80**	**100**
CC3	Sociological Foundations of Education	M.Ed CC 103	**20**	**80**	**100**
CC4	History of Indian Education and Economic Issues	M.Ed CC 104	**20**	**80**	**100**
Practicum					
PC1	Reading and Review of four ClassicBooks on Education	M.Ed PC 101	**Internal**		**20**
PC2	Seminar Presentations on Philosophical and Psycho-social issues of Education	M.Ed PC 102	**Internal**		**20**

Total **Theory=400**
Practicum=40

SEMESTER II

Paper	Name of the paper	Course code	Marks IA EA		Total
Theory					
CC5	Educational Studies and System	M.Ed CC 205	**20**	**80**	**100**
CC6	Fundamental of Research Methodology	M.Ed CC 206	**20**	**80**	**100**
CC7	Perspective, Research and Issues inTeacher Education	M.Ed CC 207	**20**	**80**	**100**
CC8	Education Technology and ICT	M.Ed CC 208	**20**	**80**	**100**
Practicum					
PC3	School Observation (10 days)	M.Ed PC 203	**Internal**		**20**
PC4	Submission and Presentation of Research Proposal for Dissertation	M.Ed PC 204	**Internal**		**20**

Total **Theory=400**
Practicum=40

SEMESTER III

Paper	Name of the paper	Course code	Marks IA EA		Total
CC9	Research Designs, Statistics and ReportWriting	M.Ed CC 309	20	80	100
CC10	Testing, Measurement and Evaluation inEducation	M.Ed CC 310	20	80	100
Specialization Papers (select one group) SC 11 or SC12					
SC11	Issues and Concerns of Elementary Education	M.Ed SC 311 A	20	80	100
	System and Structure of ElementaryEducation	M.Ed SC 311 B	20	80	100
SC12	Issues and Concerns of Secondary andSenior Secondary Education	M.Ed SC 312 A	20	80	100
	System and Structure of Secondary andSenior Secondary Education	M.Ed SC 312 B	20	80	100
	Practicum				
PC5	Reading and Review of two researchpapers published in journals of repute	M.Ed PC 305	Internal		20
PC6	Internship in a Teacher Education Institute followed by a report and its presentation (20 days)	M.Ed PC 306	Internal		20

Total   Theory=400
              Practicum=40

SEMESTER IV

Paper	Name of the paper	Course code	Marks IA EA		Total
CC 13	Curriculum Development	M.Ed CC 413	20	80	100
CC 14	Educational Management, Administration and Leadership	M.Ed CC 414	20	80	100
Optional Papers (select any two papers from following) OC15 to OC20					
OC 15	Pre-Service and In-Service Teacher Education	M.Ed OC 415	20	80	100
OC 16	Comparative Education	M.Ed OC 416	20	80	100
OC 17	Guidance and Counselling	M.Ed OC 417	20	80	100
OC 18	Academic Writing	M.Ed OC 418	20	80	100
OC 19	Yoga and Health Education	M.Ed OC 419	20	80	100
OC 20	Self Development and CommunicationSkills	M.Ed OC 420	20	80	100
Practicum					
PC7	Dissertation	M.Ed PC 407			80

Total   Theory=400
              Practicum=80

Evaluation Pattern

Internal Evaluation

The marks for internal assessment in each paper will be distributed as under:

- Paper related internal test   10 Marks
- Paper related field based activities   10 Marks

External Evaluation

The format for the marking scheme for question papers in theory courses inexternal written examination shall be as follows:

<u>Total =80 marks</u>

Section A: Four out of Five Questions
                (Four Questions of Four marks each, 4x4=16)

Section B: Two out of Three Questions
                (Two Questions of Eight marks each, 2x8=16)

Section C: Three out of Five Questions
                (Three Questions of Five marks each, 3x16=48)

SEMESTER I

Paper CC1: Philosophical Foundations of Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To understand the nature of education as a discipline
- To examine the philosophical origin of educational theory and practice
- To understand the nature and functions of philosophical approach of education.
- To interpret and synthesis of various concepts, philosophical assumptions and issuesabout educational phenomenon.
- To know about various Indian schools of philosophy and their educationalimplications.
- To appraise the contributions made for education by prominent Indian and westerneducational thinkers.
- To enable the student to develop a philosophical point of view towards educationalproblems.

UNIT I   Philosophy

- Philosophy, a directive doctrine and liberal discipline.
- Normative, speculative and analytical functions of philosophy.
- Branches of Philosophy – Metaphysics, Epistemology, Axiology, Aesthetics, Ethics,Logic

UNIT II   Philosophy of Education

- Philosophy of Education: its concept and significance for teachers; application ofphilosophy of education in teaching
- Relationship between Philosophy and Education.

UNIT III   Indian Schools of Philosophy

- Indian schools of Philosophy: Sankhya, Vedanta, Buddhism, Jainism and Islamic.
- Traditions, with special reference to the concepts of knowledge, reality and value, their educational implications for aims, contents and methods.
- Contribution to Educational Thought and practice made by Great Indian thinkers: J.Krishnamurti, Tagore, Vivekanand, Gandhiji and Radhakrishnan with special reference to the concept, aims, content and methods. Critical study of each of these thinkers in the present context of education).

UNIT IV   Western Schools of Philosophy

- Western schools of Philosophy: Idealism, Naturalism, Pragmatism and Existentialism with special reference to the concepts of knowledge, reality and value, their educational implications for aims contents and methods.
- Contribution to Educational Thought and practice made by Great Western thinkers: Plato, Rousseau, Dewey, Froebel and Bertrand Russell with special reference to the concept, aims, content and methods.

UNIT V   Social Philosophies

- Critical analysis of the Educational implications of Individualism, Democracy,Socialism and Totalitarianism
- critical analysis of the ways in which schooling, teaching-learning and curriculuminfluence social inequalities and ways in which social harmony can be established.
- Educational ideas of Karl Marx, Paulo Freire and Pierre Bourdieu

Field-based Activities

Undertake any one of the following activities:

1. Critical analysis of any one western philosopher.
2. Critical analysis of any one Indian philosopher.
3. Synthesizing all the units studied in syllabus, imagine you as a teacher and prepare aproject on applying „your philosophy" in teaching-learning process.

Suggested Readings

- Agrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
- Aloni, N. (2007) *Enhancing humanity: the philosophical foundations of humanitieseducation*. Dordrecht: Springer
- Brambeck, C. S. (1966). *Social Foundation of Education - A Cross CulturalApproach*. New York: John Willey.
- Brubacher, J. S. (1962) *Eclectic Philosophy of Education*. Prentice Hall, New Jercy:Engelwood Cliffs.
- Brubacher, J. S. (1978). *Philosophy of Higher Education*. San Francisco: Jossey –Bass.
- Chau M., Kerry T. (2008). International Perspectives on Education. New York:Continuum
- Curren, R. (2003). *A companion to the philosophy of education*. Malden Mass:Blackwell
- Curren, R. (2006). *Philosophy of Education: An Anthology Paperback*. Wiley-Blackwell.
- Dewey, J. (1944). *Democracy and Education*. New York: The Free Press
- Dhavan, M. L. (2005). : Philosophy of Education, Delhi: Isha Books.
- Giroux, H.A., Penna, A.N., & Pinar, W.F. (1981). *Curriculum and Instruction*.Berkeley, CA: McCutchan.
- Mukharji, S. (2007).*Contemporary issues in modern Indian education*. Authors Press.
- Mukherjee, S.N. (1966). *History of Education* in *India*. Baroda: Acharya Book Depot.
- Naqi, M. (2005) Modern Philosophy of Education, New Delhi: Anmol PublicationPvt..Ltd.
- Nussbaum, M. (2010). *Not for Profit, Why Democracy Needs the Humanities*.Princeton: Princeton University Press
- Pringe, R. (2004). *Philosophy of education: Aims, theory, common sense andresearch*. London: Continuum
- Singh, M.S.(2007). *Value Education*. Delhi : Adhyayan, Publication
- Wynne, J. (1963). *Theories of Education.*. New York: Harper and Row.

SEMESTER I

Paper CC2: Psychology of Learning and Development

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To understand psychology of development
- To develop understanding about school of psychology
- To develop understanding about theories of learning and its educational implications
- To understand individual difference and pupils" readiness towards learning

Unit I   Nature and Scope of Education Psychology

- Nature and scope of educational psychology.
- Relevance of educational psychology for theory and practice of education.
- Schools of psychology.
- Methods of educational psychology - observation , experimental , differential:longitudinal and cross sectional

Unit II   Psychology of Development

- Development –concepts, stages, factors influencing development

- Areas of development :
  - Cognitive development : concepts and development of thinking and problemsolving, Piaget and Vygotsky"s theories
  - Affective development : concept and development of attitudes, interests andvalues, Erikson and Kohlberg"s
  - Psychomotor development : development of skills and objectives, Havighurst"s Developmental Tasks
  - Language development with reference to syntax and structure : theory ofChomsky on language development

UNIT-III   Nature of Human Learning and Cognitive Development

- The Behaviourist Perspective: Classical and Operant Conditioning
- The psychometric perspective : Guilford"s structure of intellect model
- The Piagetian and Neo-Piagetian perspective
- The Cognitive Information processing perspective- Sternberg"s Triarchic Theory
- The Social- Cognitive Perspective (Albert Bandura)
- The Contextualist Perspective (Vygotsky, Bruner and Gardner)

Unit IV   Individual Differences

- Concept and determinants of individual differences
- Learning styles
- Educational implications of individual differences

Field-based Activities

Undertake any one of the following activities:

1. Prepare a learner"s portfolio
2. Do a cross-sectional study to understand stages of development of an individual.
3. Study and compare four learners with emphasis on their learning styles.

Suggested Readings

- Baron, R.A. (2002). *Psychology*, Fifth Edition. Singapore, Pearson Education Asia.
- Berk L. E. (2010): *Child Development* , Eighth Edition, PHI Learning PrivateLimited, New Delhi
- Carol S. Dweck. (2000). *Self-theories: their role in motivation, personality, anddevelopment (essays in social psychology)* Psychology Press
- Gordon, William J.J. (1961) *Synectics: the development of creative capacity.* NewYork: Harper and row, Publishers
- Mezirow, J. (2000*). Learning as transformation: critical perspectives on a theory inprogress.* San Francisco: Jossey Bass.
- Ormrod, J.E. (2012). *Essentials of educational psychology: big ideas to guideeffective teaching.* Boston, MA: Pearson Education Inc.
- Parmeshwaran, E.G and Beena, C (2002) *An invitation to psychology*, Hyderabad,India, Neel Kamal Publications Private Limited.
- Pina Tarricone (2011). *The taxonomy of metacognition.* Britain, Psychology Press
- R.Riding (1998): *Cognitive styles and learning strategies: understanding styledifferences in learning and behaviour.* London, David Fulton Publishers
- Robert J. Sternberg (2001): *Perspectives on thinking, learning, and cognitive styles .The educational psychology series* Routledge publication.
- Schmeck Ronald.R (1988): *Learning strategies and learning styles (perspectives onindividual differences),* Springer Publication
- Schunk, D. H. (2007). *Learning theories: an educational perspective (5th Edition).* New York: Prentice Hall.
- Skinner C. E, (2003): *Educational psychology,* Fourth Edition, Prentice Hall of IndiaPrivate Limited, New Delhi.
- Skinner C. E, (2003): *Educational psychology*, Fourth Edition, Prentice Hall of IndiaPrivate Limited, New Delhi.
- Weiten W & Lloyd M. A. (2007): *Psychology applied to modern life – adjustment inthe 21st century* , Eighth Edition, Akash Press Delhi, Indian Reprint
- Woolfolk, A (2009) *Educational psychology*, 12th Edition Singapore, PearsonEducation Inc.

SEMESTER I

Paper CC3: Sociological Foundations of Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To develop adequate familiarity with social structure, class, caste and culture.
- To help students to make a critical analysis of the social structure.
- To enable them to realize the sale of education as an instrument of social, political,economic and technological change.

UNIT I
- Sociology of education- concept, nature, scope, functions of sociology of education. Difference between educational sociology and sociology of education, need for a sociological approach in education.
- Education as a sub system of society in relation to interaction with other social institutions, as family, community, economy, political system, and religion.
- Social institutions and their role in development of attitude and Inculcation of values (with reference to family, community, school and youth organizations).

UNIT II
- Social organization- concepts, definition characteristics, social groups, disorganization, differentiation and stratification- meaning, definition, characteristics and influencing factors.
- Social systems-functional and structural, education as a sub system of social system.
- Socialization-concept, mechanism and theories of socialization. Education and socialization. Need of socialization. Education as a sub system of socialization.

UNIT III
- Culture and education- meaning, nature and types of culture, role of education in the cultural context, cultural change, cultural crisis, with special reference to Indiansociety.
- Cultural unity and diversity in India, culture and society, culture and civilization.
- Social change-concepts, patterns characteristics and theories of social change, education as an instrument, factors and reflection of social change and social mobility,concept, types of mobility.
- Constraints of social change in India in the face of caste, class, language, religion, regionalism and ethnicity.

UNIT IV
- Study of social thoughts and contribution of Emile Durkheim, Tolcott Parsons, P.A.Sorokin and Charles Cooley
- Human rights and value education, values and beliefs, social norms.

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Field-based Activities

1. Undertake a project based on a question or ideas arising out of the different units ofthe syllabus.

Suggested Readings

- Aggarwal, J.C. (1985).   *Philosophical and sociological bases of education*. NewDelhi: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia. (1992). *Philosophical and sociological foundations of education*.New Delhi: Doaba House.
- Brown, F.J. (1947). *Educational sociology*. NewYork: Prentice Hall Inc.
- Chattopadhyaya (Ed) (2002). *The cultural heritage of India*. Vedanta Press (RKInstitute of Culture)
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan & Co.
- Dhiman, O.P. (2008). *Foundations of education*. Lucknow: Atma Ram & Sons.
- Durkheim (1956). *Education and sociology*. The free Press
- Havinghurst, R,J., & Neugarton, B.L (1967). *Society and education*. Boston: Allynand Bacon.
- Mathur S.S. (1968).   *A sociological approach to Indian education*. Agra: VinodPustak Mandir.

SEMESTER I

Paper CC4: History of Indian Education and Economic Issues

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To develop understanding about Indian Education system in social, historical andpolitical economy context.
- To critically analyze the policies and commissions and its implication on theeducational system.
- To develop understanding of the implications of various contribution througheducation for an equitable society.
- To develop understanding of the economic issues in education
- To develop understanding of the perspectives on political economy of education

Unit I   Education in Pre-independent India

- Ancient India: Vedic, Buddhist, Jain
- Medieval India: Sultanate and Mughal period
- Colonial period: oriental Vs Anglicist education, Macaulay's Minutes, WoodsDispatch, Indian Education (Hunter) Commission, Hartog Committee.

Unit II   Progress of Education in Independent India

- Analysis of Commissions and its contributions to education: Secondary EducationCommission (1953), Education Commission (1964-66), National Commission on Teachers (1999)
- Analysis of Policies: NPE (1986), Program Of Action (POA) (1992), NationalKnowledge Commission
- Critical review of NCF 2005

Unit III   Education for an Equitable Society in a Global era

- Education for the marginalized group, girls education and inclusive education.
- Right to education, implication of GATT, WTO for education.
- Education for all: Dakar Framework for action, autonomy of higher education

Unit IV   Economic Issues in Education

- Liberalism to neo liberalism
- Economic rationality and education
- Globalization and educational reform
- Market mechanisms and education- examining the case of higher education
- Advocacy for education as a perfect market enterprise
- Government, Government aided and private schools

Unit V   Perspectives on Political Economy of Education

- Policy making and educational planning
- Economic analysis of educational intervention , public private partnership

- Impact evaluation of educational projects: Sarva Shiksh Abhyan, Mid-Day meal,National Literacy Mission (NLM), Kasturba Gandhi BalikaVidyalayas Scheme

Field-based Activities

Undertake any one of the following activities:
1. Trace the historical hallmarks of Indian education till date with its salient features.
2. Write a report on the implementation and the present status of Right to Education.

Suggested Readings

- Agarwal J.C, & Agrawal S.P. (1992). *Educational planning in India*. New Delhi:Concept Publishing Company.
- Agarwal, J.C. (2007). *Development of education system in India*. New Delhi: ShipraPublications.
- Agarwal .J.C. (2007). *History of modern Indian education*. New Delhi: VikasPublishing House Pvt Ltd.
- Amala, P.A, Anupama, P., & Rao, D.B. (2004). *History of education*. New Delhi:Discovery Publishing House.
- Babalola, J B. (2003). *Fundamentals of economics of education*. University of Ibadan
- Bhatnagar, S. (2004). *Kothari commission recommendations and evaluation with atext on NPE*. Meerut: International Publishing House.
- Chauhan, C.P.S. (2007). *Modern Indian education, policies, progress and problems*.New Delhi: Kanishka Publishers.
- Devi, S. (2005). *A history of modern education*. New Delhi: Omsons publications,
- Hardwick,P., Khan B., & Langmead. J.(1994). *An introduction to modern economics*.London, UK: LPBB.
- Kohli,V.K. 1987). *Indian education and its problems*. *Incorporating Indian EducationSystem, Structure and Problems.* New Delhi: Vivek publishers
- Mondal, A., & Mete, J. (2013). *Right to education*. New Delhi: APH Publishing Corporation.
- Pandey V.C. (2005). *Democracy and education*. New Delhi: Isha Books.
- Plantilla J.R (2008), Educational policies and human rights awareness for academicexcellence. Delhi :
- Pruthi, R.K. (2005). *Education in medieval India*. New Delhi: Sonali Publications.
- Sharma, B. (2004). *History of Indian education*. New Delhi: Vohra Publishers andDistributors.
- Singh S.S.(2007). *Development of education in emerging India and its currentproblems*. Dhapat Rai Publications Company.
- Sinha, N. (2001). *Governmental strategies towards Education of the disabled*. NewDelhi: NIPCD and Planning Commission,
- Sudarsana ,T. (2008). *Comparative secondary education* (Google eBook). ReddyMittal Publications.

SEMESTER II

Paper CC5: Educational Studies and System

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To understand the nature of education as a discipline and area of study.
- To examine issues related to education as interdisciplinary knowledge.
- To examine the theories and basic concepts of education drawn from differentdisciplines.
- To examine the concerns of eminent educators regarding vision of school education.
- To reflect on the multiple contexts in which the schools are working.
- To discuss the emerging trends of school education.

Unit I   Theoretical Perspectives of Education as a Discipline
- Critical analysis of education as a discipline and area of study.
- Critical analysis of concepts, principles, theories, assumptions and contexts related toissues that are unique to education discipline, such as- schooling, curriculum, syllabus, text books, assessment, teaching-learning process
- Need for developing a vision of school education.
- Emerging dimensions of school education.

Unit II   Education as Interdisciplinary Knowledge
- Interdisciplinary nature of education; relationships with disciplines and subjects suchas philosophy, psychology, sociology, management, economics, and anthropology.
- Dynamic relationship of education with the social and political process.
- Contribution of science and technology to education.
- Issues related to planning, management and monitoring of education.

Unit III   Support System of Education
- Support systems of education: Ministry and other government agencies, academicinstitutes, NGOs, civil society groups, teacher organization, family and local community.
- Different stakeholders in education- participation, role and involvements.
- Issues related to control and autonomy in education.
- Role of media and technology in promotion of education.

Unit III   Changing Contexts of School Education
- Multiple schools context- rural/urban, tribal, schools affiliated to different boards.
- School as sites for curricular engagement, struggle and social change.
- Changing role of personals in school management: teachers, headmaster, andadministrators, Teacher‟s autonomy and academic freedom.
- Monitoring and evaluation of schools.

Field-based Activities

- Study the school education systems of USA, England and Singapore and prepare aresearch note to highlight the similarities and differences of these educational systems.

Suggested Readings

- Banrs, J.A. (1996). *Cultural diversity and education: foundations curriculum andteaching*. Boston: Alynand, Becon.
- Bartlett, S., & Burton, D. (2012). *Introduction to education studies*. SAGEPublications Ltd
- Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: the struggle to integratetheory and practice*. New York: Teachers College Press.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harward UniversityPress.
- Bruubacher, J.S.(1969). *Modern philosophies of education*. New Delhi: TataMcGraw-Hill, Publishing Company Pvt LTD.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois: North WesternUniversity Press.
- Dearden R. F. (1984). *Theory and practice in Education*. United Kingdom:Routledge.
- Debra, H., Martin, H., Pam, C, & Bob, L. (2007). *Teachers and schooling: making adifference*. Australia: Allen and Unwin.
- Delors, J. (1996). *Learning: the treasure within report of the internationalcommission on education for 21st century*. Paris: UNESCO.
- Dewey, J. (1977). *Democracy and education: an introduction to the philosophy ofeducation*. New York: Macmillan.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Matheson, D. (2004). *An introduction to the study of education*. David Fulton Publish.
- MHRD. (1992). *National policy on education* (revised). New Delhi: MHRD, GOI.
- MHRD. (1992). *Programme of action*. New Delhi: MHRD, GOI.
- Naik, J.P. (1975*). Equality, quality and quantity: the elusive triangle of Indianeducation*. Bombay: Allied Publications.
- NCERT. (2005). *National curriculum framework*. New Delhi: NCERT.
- NCTE. (2009). *National curriculum framework for teacher education*. New Delhi:NCTE.
- Palmer, J.A. (2001). *Fifty modern thinkers on education: from Piaget to the presentday*. London: Routledge Flamer
- Peters, R.S. (1967). *The concept of education*. United Kingdom: Routledge.
- Peters, R.S. (ed), (1975). *The philosophy of education*. London:Oxford UniversityPress.
- Slatterry, P., & Rapp, D. (2002). *Ethics and the foundations of education- teachingconvictions in a postmodern world*. Allyn & Bacon.
- Wall, E. (2001). *Educational theory: philosophical and political Perspectives*.Prometheus Books.

SEMESTER II

Paper CC6: Fundamental of Research Methodology

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To describe the nature, purpose, scope, areas, and types of research in education.
- To explain the characteristics of quantitative, qualitative and mixed research.
- To select and explain the method appropriate for a research study.
- To conduct a literature search and develop a research proposal.
- To explain a sampling design appropriate for a research study.
- To explain tool, design and procedure for collection of data.
- To explain the importance of documentation and dissemination of researches ineducation.

Unit I   Research in Education: Conceptual Issues

- Sources of knowledge generation
- Meaning, purpose and areas of educational research.
- Characteristics of educational research.
- Planning a research study.

UNIT II   Preparation of research proposal

- Sources of research problems, identification and conceptualization of research problem: statement of problem, purpose, and research questions in qualitative andquantitative research.
- Hypotheses: importance, characteristics, formulation and forms.
- Review of the literature: purpose and resource; conducting the literature search: usingdatabases and internet, internet search tools and quality of internet resources.
- Preparation of research proposal: framework of the research proposal and strategiesfor writing the research proposals.

Unit III   Types of Research

- Quantitative research: types and characteristics
- Qualitative research: types and characteristics
- Classification by nature: survey studies, descriptive studies, historical studies, co- relational studies. developmental studies, comparative studies, casual-comparative and correlation studies, experimental research, action research
- Classification by time: cross-sectional, longitudinal (trend and panel studies), andretrospective; and classification by research objectives descriptive, predictive andexplanatory.

Unit III   Quantitative Methods of Research

- Experimental research: variables in experimental research- independent, dependent and confounding variable; ways to manipulate an independent variable, purpose andmethods of control of confounding variables.

- Techniques of control: matching, holding the extraneous variable constant andstatistical control.

- Experimental research design: single-group pre-test post-test design, pre-test post-testcontrol-group design, post-test only control group design and factorial design
- Quasi-experimental design: nonequivalent comparison group design, and time-seriesdesign
- Internal and external validity of results in experimental research

Unit IV   Qualitative Methods of Research
- Qualitative research approaches: phenomenology, ethno- methodology, naturalisticenquiry: case studies and grounded theory.
- Historical research: meaning, significance, steps, primary and secondary sources ofinformation, external and internal criticism of the source.
- Mixed research: meaning, fundamentals principles, strengths and weaknesses.

Field-based Activities
- Review of two research papers published in peer reviewed journals.
- Review of a book on „Research Mythology‟ published by an International PublicationHouse.

Suggested Readings
- Best, J. W., & Kahn, J. (1997). *Research in education*. New Delhi: Prentice -Hall ofIndia Ltd.
- Borg, B.L. (2004). *Qualitative research methods*. Boston: Pearson.
- Bogdan, R.C., & Biklen, S. K. (1998) *Qualitative research for education : anintroduction to theory and methods*. Boston MA: Allyn and Bacon.
- Bryman, A. (1988). *Quantity and quality in social science research*. London:Routledge
- Charles, C.M., & Merton, C.A.(2002). *Introduction to educational research*. Boston:Allyn and Bacon.
- Cohen, L., & Manion, L. (1994). *Research methods in education.* London: Routledge.
- Creswell, J.W. (2002). *Educational research*. New Jersey: Upper Saddle River.
- Creswell, J.W. (2003). *Research design: qualitative, quantitative, and mixed methodsapproaches.* Thousand Oaks: Sage.
- Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: SagePublications.
- Kelly, A., & Lesh, R. (2000). *Handbook of research design in education*. ErlbaumAssociates.
- McMillan, J. H., & Schumacher, S. (2001). *Research in education*. New York:Longman.
- O'Leary, Z. (2004). *The essential guide to doing research.* London: Sage.
- Somekh, B., & Lewin, C. (2005). *Research methods in the social sciences.* ThousandOaks: Sage.
- Denzin, N.K., & Lincoln, Y.S .(Eds) (1994) *Handbook of qualitative research*
  London: Sage Publications.
- Diener, E., & Crandall, R. (1978). *Ethics in social and behavioural research.*
  Chicago: University of Chicago Press.

- Dillon, W.R., & Goldstein, M. (1984). *Multivariate analysis methods andapplications.* New York: John Wiley and Sons.
- Gay, L.R., & Airasian, P. (2003). *Educational research*. New Jersey: Upper SaddleRiver.
- Husen, T., & Postlethwaite, T.N. (Eds.) (1994). *The international encyclopedia ofeducation.* New York: Elsevier Science Ltd.
- Keeves, J.P. (Ed.) (1988). *Educational research, methodology and measurement*: *aninternational handbook* .Oxford: Pergamon.
- McMillan, J.H., & Schumacher, S. (2001) *Research in education.* New York:Longman.
- Pandya, S. (2010). *Educational research.* New Delhi: APH Publishing Corporation.

SEMESTER II

PaperCC7: Perspective, Research and Issues in Teacher Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To understand the concept of teacher education.
- To acquaint with competencies essential for the teaching profession.
- To acquaint with sense of accountability for the teaching profession.
- To acquaint with the recent trends in teacher education.
- To understand the new trends and techniques in teacher education.

UNIT I   Concept of Teacher Education
- Teacher education: concept aims and scope.
- Need and importance of teacher education at various levels: elementary, secondaryand Higher.

UNIT II   Historical Development of Teacher Education
- Historical development of teacher education during ancient, medieval, colonial andpost independence period in India.
- Recommendations of major commissions/committees/ national policies for teachereducation.
- Implementation of suggested recommendations and consequences for teachereducation.

UNIT III   Pre-service and In-service Teacher Education
- Pre-service teacher education: competency based approach, integrated approach, consecutive/traditional approach, school/field based approach.
- In-service teacher education: need, objectives, strategies (seminar, conferences,symposium, workshops, refresher and orientation programmes).
- Teacher training at higher education level, role of UGC-Academic Staff Colleges.

UNIT IV   Issues in Teacher Education
- Major issues and problems in teacher education: supply and demand in teacher education, standards in teacher education, isolation of teacher education Institutions.
- Improving the conditions of teacher education institutions, malpractices adopted byteacher education institutions, performance appraisal of teachers.
- Quality and standards in teacher education.
- National Council for Teacher Education: role and responsibilities.

UNIT V   Trends in Teacher Education
- Emerging Trends in teacher education, total quality management in teacher education,
- E-learning in teacher education, teacher education through distance mode, integrationof ICT in teacher education- in classroom as well as in administration.

- Two- years B.Ed. and M.Ed. programme-concept and rationale, school internshipconcept and objectives,
- Research trends in teacher education.

Field-based Activities

- Conduct a study of Teacher Education System of any other country of your choice.
- Carryout a critical study of one teacher training college located in your vicinity.

Suggested Readings

- Chopra, R K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Education Departmnet. (1966). *Report of the Kothari Commission*. New Delhi:Education Departmnet.
- MHRD. (1986). *Report of the National Policy on Education*. New Delhi: MHRD
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- NCERT (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National focus group on teacher education*. New Delhi: NCERT.
- NCTE (1996). *Curriculum framework for teacher education*. New Delhi: NCERT.
- NCTE (1998). *Policy perspectives in teacher education*. New Delhi: NCTE.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi:NCTE.
- NCTE. (2013). *Batra committee report*. New Delhi: NCERT.
- NCTE. (2013). *Justice Verma commission report on teacher education*. New Delhi:NCERT.
- Siddhiqui, M.A. (1993). *In-service education of teachers*. New Delhi: NCERT.
- Singh, L.C, & Sharma P.C. (1995). *Teacher education and the teacher*. New Delhi:Vikas Publishing House.
- Singh, L.C. (Ed), (1990). *Teacher education in India: a resource book*. New Delhi:NCERT.
- Singh,R.P. (1990). *Studies in teacher education*. New Delhi: Bahri publication.

SEMESTER II

Paper CC8: Educational Technology and ICT

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To develop an understanding of the nature and scope of educational technology.
- To develop an awareness about the recent innovations and future perspectives of education technology.
- To acquaint with the challenges and opportunities emerging in integrating new technology in educational processes.
- To select, use and produce instructional material and media effectively.
- To develop the ability for critical appraisal of the audio-visual media.
- To become good practitioner of educational technology.

UNIT I: Understanding Educational Technology
- Educational technology: concept and approaches
- Educational technology: present trends and futuristic vision.
- Major institutions of educational technology in India – CIET, IGNOU, SIET, NIOS, Consortium for educational Communication (CEC).
- Recent trends of research in educational technology.

UNIT II   Educational Technology for Teaching-Learning Purposes
- Modalities of teaching: teaching, training, instruction, conditioning, indoctrination.
- Stages of teaching: pre- active, interactive and post- active.
- Teaching at different levels: memory, understanding and reflective.
- Organizing teaching and learning by using educational technology: Open Educational Resources (OER), Massive Open Online Courses(MOOCs)

UNIT III   Technologies in Education
- Synchronous and asynchronous media for formal and non formal educational settings.
- Technology supported instruction: meaning, characteristics, uses, advantage, and disadvantages.
- Online technologies in education: concept, types and uses.
- Emerging technologies in education: blended learning, mobile learning, flipped learning

UNIT IV   Distance Education
- Distance education: concept, methods and techniques.
- Offering distance education: student support services and evaluation strategies.
- Distance education in India: changes and challenges.
- Virtual Universities.

Field-based Activities

- Prepare a power point presentation of 15 slides on any topic of your choice by usingpictures, animation, and graphics and give its presentation.

Suggested Readings

- Aggarwal, J.C. (2001). *Principles, methods and techniques of teaching*. Delhi: VikasPublication.
- Allison, L.J. (2003): *Refusing online resources. a sustainable approach to e-Learning.* Kogan Page Limited
- Bengalee, C. (1986). *Introduction to educational technology: innovations ineducation.* Mumbai: Saith.
- Bhatia, K.K.(2001). *Foundation of teaching learning process*. Ludhiyana: TandonPublishers.
- Bhatt, B. D., & Sharma, S. R.(1992). *Educational technology: concept and technique*.New Delhi: Kanishka Publishing House.
- Dahiya, S.S. (2008). *Educational technology: towards better teaches preference*.Delhi: Shirpa Publication.
- Dangwal, K.L (2010). *Computers in teaching and learning*. Agra: Vinod PustakMandir.
- Das, R. C. (1993). *Education technology: a basic text*. New Delhi: Sterling.
- Dasgupta, D. N. *Communication and Education*, Pointer Publishers
- Heinich, R., Molenda, M., & Russell, J. D.(1989). *Instructional media and the newtechnologies of instruction*. New York: Macmillan.
- Jain, P. (2004). *Educational technology*. New Delhi: Dominant.
- Joyce, B. (2009). *Models of teaching*. New Delhi: PHI Learning.
- Kumari, S. (2006). *Increasing role of technology in education*. Delhi: Isha.
- Mangal, S.K. (2002). *Essentials of teaching learning and information technology*.Ludhiyana: Tandon Publishers.
- Mukhopadhyay, M. (1990). *Educational technology: challenging issues*. New York:Sterling.
- Naidu, S. (2003). *e-learning a Guidebook of principals, procedures and practices*.Canada: COL.
- Pachauri, S. C. (2011). *Educational technology*. New Delhi: APH PublishingCorporation.
- Rastogi, S. (1998). *Educational technology for distance education*. Jaipur: RawatPublication.
- Robert, H. (1990). *Instructional media and the new technologies of instruction*.London: John Wiley and Sons.
- Sampath, K., Panneerselvam, A., & Santhanam, S. (2007): *Introduction toeducational technology*. Sterling Publishers Pvt. Ltd.
- Sareen N. (2005). *Information and Communication Technology*. New Delhi: AnmolPublication.
- Sethi, D. (2010). *Essentials of educational technology and management*.
- Sharma, A.R. (2001). *Educational technology*. Agra: Vinod Pustak Mandir.
- Sharma, K.D., & Sharma, D.V. (1993): *Open Learning System in India*. New Delhi:Allied Publishers Ltd.,
- Singh, C.P. (2011). *Advanced educational technology*. Lotus Press: New Delhi
- Sleeman, P.J., Cobun, T. C, & Rockwell, D. M.(1979). *Instructional media and*

technology: a guide to accountable learning systems. New York: Longman.

- UNESCO . (2002).Information and Communication Technologies in Education: ACurriculum for School and Programme of Teacher Development. Paris: UNESCO.
- UNESCO. (2002).UNESCO Information and Communication Technologies inTeacher Education: A Planning Guide. Paris: UNESCO.
- Venkataiah, N. (1996). *Educational technology*. New Delhi: APH PublishingCorporation.
- Verma, M. (2006). *Online teaching-tools and methods*. New Delhi: Murari Lal &Sons.
- Verma, M. (2006). *Teaching in digital education*. New Delhi: Murari Lal & Sons
- Walia, J. S. (2003). *Educational technology*. Jalandhar: Paul.

SEMESTER III

Paper CC10: Testing, Measurement and Evaluation in Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To understand the meaning of testing, measurement and evaluation.
- To understand the general principles of test constructions,
- To understand the interpretation of test scores,
- To plan, prepare, to administer and execute the teacher made test.
- To Understand the concept of Grading system

Unit I   Concept of Testing
- Meaning and Concept of testing.
- Origin and development.
- Indian contribution.
- Need and uses of testing.

Unit II   Theories and Practices of Testing
- Types of Tests
  - Psychological
  - Teacher made test, Standardized test
  - Reference test- Criterion reference test/Norm reference test.
  - Diagnostic test
- Criteria of good test
  - Reliability, Validity, Objectivity, discriminative power adequacy, usability
- Standardization of test-norms.
- Planning of different types of test.
- Steps of Construction, Administration and execution of different types of teachermade test.

Unit III   Tests relating to teacher behavior and teaching situation
- Testing of teacher effectiveness.
- Testing of teacher process.
- Testing of educational environment.
- Factors influencing test scores: psychological factors, environmental factors.

Unit IV   Statistical Concept in testing
- Assessment of different tests.
- Test scores and their transformation – Z – scores, T-scores, Stannie Scores,Percentiles.
- Interpretation of Test Scores, qualitative and quantitative.
- Item analysis and improvement of test.

Unit V   Measurement and Evaluation

- Concept of measurement and evaluation with reference to educational process.
- Functions of measurement and evaluation in education.
- Measurement of different aspects of an individual: Attitude, Intelligence, Interest,aptitude, motivation, personality values, creativity.
- Evaluation: CCE, formative and summative evaluation; non- referenced and criterionreference evaluation, evaluation of school experience/internship programmes.
- Scaling methods: ordinal, nominal, interval, ratio, rating.
- Grading: Meaning and importance, procedure of grading system, functions of grade.

Field-based Activities

- Prepare an Attitude Scale, administer it on at least 30 people and discuss the results.

Suggested Readings

- Dandekar, W. N., & Rajguru, M. S. (1988). *Introduction to psychological testing andstatistics.* Bombay: Sheth Publishers.
- Freeman, F. S. (1964). *Theory and practices of psychological testing.* New York:Henry Holt & Co.
- Lindeman, R. H. (1971). *Educational measurement.* Bombay: D. B. TaraporevalaSons & Co.
- Micheels, W. J. (2015). *Measuring educational achievement.* New Delhi: Gyan BooksPvt. Ltd.
- Marshall, J. C. (1971). *Classroom test construction.* USA: Addison-Wesley Pub. Co.,Reading, Mass.
- Remmers, H. R. , & Rummel, G. (1967). *A practical introduction to measurementand evaluation.* New Delhi: Universal Book Stall.
- Sali, V. Z. (1982). *Principles and techniques of unit testing.* New Delhi: NationalPublishing House.
- Thorndike, R. L., & Hagen, E. P. (1977). *Measurement and evaluation in psychologyand education.* London: John Wiley & Sons.

Paper OC12A: Issues and Concerns in Secondary and Higher Secondary Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To acquaint the student with perspectives of secondary and higher secondaryeducation.
- To understand problems and challenges of secondary and higher secondary educationin India
- To develop the skills and knowledge require for resource management in schools atsecondary and higher secondary level

Unit I   Perspectives and Context of Secondary and Higher Secondary Educationin India
- Nature, scope, function and systems of secondary and higher secondary education.
- Status of secondary and higher secondary education in India.
- Process of teaching-learning of adolescent, exposure to integrated and subject specificstreams guidelines for secondary and higher secondary education in India.
- Socio-cultural, economic, political and statutory environment of secondary and highersecondary education in India.

Unit II   Recommendations and Institutions for Secondary and Higher SecondaryEducation
- Recommendations of various commissions and committees concerning secondary andhigher secondary education in India.
- Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA,SCERT's for secondary and higher secondary education in India.

Unit III   Problems and Challenges of Secondary and Higher Secondary Education
- Problems and challenges related to universalization of secondary education andalternative schooling at secondary stage.
- Problems, challenges and strategies in relation to access, enrolment, dropout, achievement, equality of educational opportunities, education for girls, disadvantagedand differently abled children and show learners at secondary and higher secondary education.
- Issues related to school education at secondary and higher secondary education level.
- Issues of quality in secondary and senior secondary education.

Unit IV   Resource Management in Schools at Secondary and Higher SecondaryLevel
- Local specific community resources: human and material and their integration tocurricular activities.
- Preparation and use of learning and play materials: principles and characteristics.
- Community involvement in effective implementation of secondary and highersecondary level programmes.

- Participation of NGOs in achieving goals of secondary and higher secondaryeducation.

Field-based Activities
- Conduct interview with students, teachers, and parents of different schools andprepare a report on problems of secondary and senior secondary schools.

Suggested Readings
- Aggarwal, D. (2007). *Curriculum development: Concept, methods and techniques*.New Delhi: Book Enclave.
- Beck, Clive & Albany, C. K. (2006). *Innovations in teacher education: A socialconstructive approach*. Albany, NY: State University of New York Press.
- Bhaskara, R. D. (1993). *Teacher education in India*. New Delhi: DiscoveryPublishing House.
- Chopra, R. K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Harmmond, D. L. , & Bransford, J. (2005). *Preparing teachers for a changing world.* US: Jossey Bass.
- Malhotra, P. L. (1986). *School* education *in India: Present status and future needs.* New Delhi: NCERT.
- MHRD. (1953). *Report of secondary education commission*, New Delhi: MHRD,Department of Education.
- MHRD. (1986). *National policy of education, 1992: Modification and their POA.* New Delhi: MHRD, Department of Education.
- MHRD. (1992). *National policy of education, 1992: Modification and their POA.* New Delhi: MHRD, Department of Education.
- NCTE. (1998). *Policy perspectives in teacher education*. New Delhi: NCTE.
- NCERT. (1997). *Code of professional ethics for teachers*. New Delhi: NCERT.
- Reddy, B. (2007). *Principles of curriculum plannning and development.* New Delhi:Arise Publishers & Distributors.

Paper OC12B: System and Structure of Secondary and Higher Secondary Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To understand the different perspectives and context of secondary and highersecondary education
- To understand the different policies and programmes of secondary and highersecondary education
- To understand the curriculum across different types of school in India

Unit I   Policies and Schemes of Secondary and Higher Secondary Education
- Policies and schemes related to secondary and higher secondary education: NationalPolicy of Education (1992), National Scheme of Incentives to Girls for Secondary Education (2008).
- National Programmes: Rashtriya Madhyamik Shiksha Abhiyan (RMSA) , NationalMission for Secondary Education, Inclusive Education for Disabled at Secondary Stage.

Unit II   System and Structure of Different School Boards at Secondary andHigher Secondary Level
- Organizational structure of school in India.
- Central Board of Secondary Education (CBSE), State Boards, Indian Certificate ofSecondary Education (I.C.S.E) , International Baccalaureate (IB).
- Types of school education (aided, unaided, private, international), National Instituteof Open Schooling, Special education schools.

Unit III   Principles of School Curriculum Development in Secondary and HigherSecondary Education
- Concepts, components and determinants of curriculum, principles of curriculum construction, criteria for selection and organization of content and learning activities.
- Curriculum transaction and synthesis: behavioristic, cognitive, constructivist.
- Autonomy in developing curriculum with regard to local issues and challenges,evaluation of curriculum.

Unit IV   Curriculum Planning and Development in Schools at Secondary andHigher Secondary Level
- National Curriculum Framework 2005 by NCERT.
- Curriculum design and evaluation at different boards of school education at Secondary and Higher Secondary level (ICSE, CBSE, State Boards, National Openschools and special education schools).
- General principles to curricular approaches – activity based/ play-way, child-centred,theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods of transaction in specific contexts.

Field-based Activities

- Visit different types of secondary and senior secondary schools and prepare a reportdetailing school profiles and their functioning.

Suggested Readings

- Aggarwal, D. (2007). *Curriculum development: Concept, methods and techniques.* New Delhi: Book Enclave.
- Aggarwal, J. C. (1990). *Curriculum reform in India: World overviews*. Delhi: DoabaHouse.
- Biswal, K. (2011). *Secondary education in India: Development policies, programmesand challenges: Create pathways to access research monograph no. 63: Consortium for research on educational access, transitions and equity*. New Delhi: NUEPA.
- CABE. (2005). *Report of the CABE committee on universalisation of secondaryeducation*. New Delhi: CABE.
- Chopra, R. K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Diamond, R. M. (1986). *Designing and improving courses in higher education: Asystematic approach*. California: Jossey-Bass Inc. Publication.
- Joseph, P. B. (2000). *Cultures of curriculum (studies in curriculum theory)*. NewYork: Teacher College Press.
- Malhotra, P. L. (1986). *School education in India: Present status and future needs.* New Delhi: NCERT.
- MHRD. (1953). *Report of the secondary education commission.* New Delhi: MHRD,Department of Education.
- MHRD. (1966). *Report of the education commission, 1964-66*. New Delhi: MHRD,Department of Education.
- MHRD. (1985). *Report of the national commission on teachers.* New Delhi: MHRD.
- MHRD. (1986). *National policy on education, 1986*. New Delhi: MHRD.
- MHRD. (1992). *National policy on education, 1986 as modified in 1992 with programme of action.* New Delhi: MHRD. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/document-reports/NPE86-mod92.pdf
- MHRD. (1986/1992). *National policy of education, 1992: Modification and theirPOA's*. New Delhi: MHRD, Department of Education.
- MHRD. (1986/1992). *National policy on education*. New Delhi: MHRD.
- MHRD. (2010-11 to 2012-13). *Analysis of budgeted expenditure on education*. NewDelhi: MHRD, Planning, Monitoring and Statistics Bureau.
- MHRD. (various years). *Selected educational statistics*. New Delhi: Department ofHigher Education, MHRD.
- Mukhopadhyay, M. (2001). Secondary education: The challenge ahead. In M. Mukhopadhyay, & M. Narula (Eds), *Secondary education: The challenge ahead*. NewDelhi: NIEPA.
- Mudhopadyay, S. , & Kumar, A. (2001). *Quality profiles of secondary school*. NewDelhi: NIEPA.
- Mukhopadhyay, M. (2004). *Secondary education in India: Emerging demands*. (Unpublished m/s circulated to the members of the CABE Committee on USE). NewDelhi: NIEPA.
- NCERT. (1997). *Code of professional ethics for teachers*. New Delhi: NCERT.
- NCERT. (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT. (2005). *Position paper on teacher education for curricular renewal*. NewDelhi: NCERT.

- NCERT. (2006). *The reflective teacher: Organization of in-service training of theteachers of elementary schools under SSA, guidelines*. New Delhi: NCERT.
- NCTE. (2009). *National curriculum framework for teacher education.* New Delhi:NCTE.
- Oliva, P. F. (1988). *Developing the curriculum*. Ricmond, TX, U.S.A: Scott,Foresman & Co.
- Rao, D. B. (1998). *Teacher education in India*. New Delhi: Discovery PublishingHouse.
- Reddy, B. (2007). *Principles of curriculum plannning and development.* New Delhi*:*Arise Publishers & Distributors.
- UNESCO. (1996). *Learning: The treasure within*. UNESCO.
- UNESCO. (2006). *Teachers and educational quality: Monitoring global needs for2015*. Montreal: UNESCO Publication.
- Wiles, J.W. & Bondi, J. (2006). *Curriculum development: A guide to practice.*
  Pearson Publication.
- World Bank. (2003). *Secondary education in India*: Report No.2. Word Bank.

SEMESTER IV

Paper CC13: Curriculum Development

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To enable students to understand the theoretical perspectives of curriculum.
- To develop students analytical ability to assess the relevance of curriculum practice inthe context of learner"s development in socio cultural context and advancement of knowledge system.
- To develop skills of learners to design curriculum outline for a school programme.

UNIT I   Curriculum
- Curriculum: Nature, meanings and elements.
- Types of curriculum (teacher centered, subject centered, child centered, disciplinary, interdisciplinary, transdisciplinary)
- Curriculum, syllabus and textbooks – their interrelationships
- Issues and problems of existing curriculum.
- Bases of curriculum: philosophical, socio cultural, political, psychological

UNIT II   Steps of Curriculum Designing
- Objectives of education
- Understanding learners
- Selection and organizations of learning experiences
- Course content
- Instructional Strategies
- Course material and resources
- Assessment and evaluation strategies
- Modification and resetting of objectives

UNIT III   Approaches and assessment of curriculum
- Approaches to curriculum: Behaviouristic, cognitivist and constructivist
- Support system and management of curricular practices
- Curricular reforms
- Assessment of institutional practices related to curriculum
- Curricular evaluation and management: Formative and summative, individual andgroup, assessment by teachers, self, peer, external expert and bodies.

UNIT IV   Curriculum from different perspectives
- Models of Curriculum: Inductive and deductive models, Hilda Taba Model
- Evaluation strategies of curricular goals, methods and content
- Basic features of NCF- 2005 and NCFTE -2009.
- Comparison of curriculum of different school boards on different educationalparameters

Field-based Activities

- Prepare a note highlighting salient features of NCF-2005 and NCFTE-2009Curriculum framework.

Suggested Readings:

- Hass G., & Parkay F. W. (1993). *Curriculum planning: a new approach*. UnitedStates of America.
- NCERT. (n.d.). *Curriculum, syllabus and textbooks*. Available at: http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/Chapter_3.pdf
- NCERT. (2005). *National curriculum framework-2005*. New Delhi: NCERT.
- Rajput, J. S. (2002*). Dimensions of curriculum change*. New Delhi: NCERT.
- Saylor, G.J., & Alexander, W.M. (1974). *Planning curriculum for scholars*. NewYork: Halt, Richart & Winston Press.
- Taba, H., (1965). *Curriculum development theory and practice*. New York: HarcourtBrace and World Inc
- Walberg, H. J., & G. D. (Eds). (1990). *The international Encyclopedia of educationalevaluation*. Oxford: Pergman Press.

SEMESTER IV

Paper CC14: Education Management, Administration and Leadership

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To become effective manager/administrators of education.
- To become agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, educational policies, etc.
- To acquaint with the challenges and opportunities emerging in the management andadministration in education.
- To acquaint with the Central and State mechanisms of educational administration andmanagement.
- To acquaint with the various leadership theories and leadership styles
- To be familiar with the new trends of education.

Unit I   Educational Management - Concept and Meaning

- Management – concept, need and characteristics
- Development of modern concept of educational management
- Management at different levels-elementary, higher and higher secondary

Unit II   Leadership in Educational Management

- Leadership - Meaning and nature, the principal as a leader
- Theories of leadership and their styles (Mc Gregor"s trait theory, Fiedler"scontingency and Hersey-Blanchard"s theories)
- Styles of administration, - Grid concept of leadership styles
- Measurement of leadership styles

Unit III   Quality Management and Mechanism of Educational Administration

- Meaning and Importance of Quality Education
- Quality of Education in India
- Accreditation- concept, meaning, parameters.
- Role of accreditation agencies
- Central machinery (CABE,NCTE,UGC)
- State machinery for educational Administration
- Organization and functions of directorate of education.

Unit IV   Specific Trends in Educational Management

- Total Quality Management
- Decision Making (Centralized and Decentralized)
- Management by Objectives
- Organizational Compliance
- Programme Evaluation and Review Technique(PERT)
- Participatory Management

Field-based Activities:

Undertake any one of the following activities:

1. A Case study of one institution involving observation / measurement of principal"sleadership style.
2. Report on organizational climate of any secondary or senior secondary school basedon primary or secondary data.
3. Report on an Educational Institute on Quality Management.

Suggested Readings

- Aggarwal, V., & Bhatnagar, R.P.(1997). *Educational administration supervision,planning and financing*. Meerut: Surya Publication.
- Chandrasekaran, P. (1994). *Educational planning and management*. New Delhi:Sterling Publisher.
- Chaudhary, N. R. (2001). *Management in education*. New Delhi: A. P.H. PublishingCorporation.
- Karla, A.(2007). *Efficient school management and role of principals*. New Delhi: A. P.H. Publishing Corporation.
- Lambal, T.P., Saxena, V.R., & Murthy, V. (2000). *Educational administrationplanning and supervision*. New Delhi: Doaba house.
- Landuyt, H. (1970). *Administrative strategy and decision making*
- Mathur, S.S. (1969). *Educational administration and management*. Amritsar: KrishnaBrother.
- Mathur, S.S. *Educational administration principles and practices*. Jallandar: KrishnaBrother.
- Mukharji, S.N(Ed.) (1962). *Administration of education in India*. Baroda: AchryaDepot.
- Pandya, S.R. (2015). *Administration and management of education*. New Delhi:Himalaya Publishing House
- Sachdeva, M.S. (1979). *A modern approach to school organisation and administration*. Ludhiana: Prakash Brothers.
- Sidhu, K.S. (2012). *School organisation and administration*. New Delhi: SterlingPublishers Pvt Ltd
- Vashist, S.R.(1999). *Theory of educational administration in India*. Delhi: OscarPublications.

SEMESTER IV

Paper OC15A: Pre-Service and In-Service Teacher Education

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:

- To understand the concept of pre- and in service teacher education
- To understand the teacher education curriculum
- To get acquainted with knowledge base, reflective teaching and models of teachereducation
- To understand managing practicum in teacher education

Unit I   Structure, Curriculum and Modes of Pre-service Teacher Education

- A review of the understandings developed on teacher roles and functions.
- Pre-service teacher education – concept, nature, objectives and scope.
- The structure of teacher education curriculum and its vision in curriculum documentsof NCERT and NCTE.
- Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internshipweightages in course work and evaluation.
- Modes of pre-service teacher education – face-to-face (linear and integrated), distanceand online – relative merits and limitations

Unit II   Organisation of Different Components of Teacher Education Curriculum

- Organisation, transaction and evaluation of different components of teacher educationcurriculum – existing practices.
- Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisationand evaluation.
- Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities fororganisation and evaluation – practicum records and portfolio assessment.
- Concept and scope of school based practicum and internship – the existing practices,their nature, objectives, organisation and duration.
- Activities and experiences in pre internship, internship and post-internship.

Unit III   In-service Teacher Education in India – Concept, Structure and Modes

- Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme –orientation, refresher, workshop, seminar and conference – their meaning and objectives.
- The structure for in-service teacher education – sub-district, district, state, regionaland national level agencies and institutions.
- Modes and Models of in-service teacher education: -

o Modes of in-service teacher education – face-to-face, distance mode, onlineand mixed mode.
o induction, one shot, recurrent, cascade, multi-site, school based and coursework scope, merits and limitations of each of them.

Unit IV   Planning, Organising and Evaluating an In-service Teacher Education

- Planning an in-service teacher education programme – preliminary considerations ofpurpose, duration, resource requirements, and budget.
- Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation ofcourse material.
- Organising an in-service teacher education programme – common problems faced bya teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.

Field-based Activities

Undertake any one of the following activities:

1. Conduct a "comparative study of state and national curricula" of pre-service teachereducation in terms of their components, weightages, duration, organisation, transaction and assessment
2. Conduct a critical study of an in-service teacher education programme in terms oftheir need and relevance, duration, planning, organisation and outcomes
3. Make interviews of practicing teachers to identify the nature of in-service teachereducation received and the felt needs.

Suggested Readings

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SEMESTER IV

Paper OC17: Guidance and Counseling

Total Marks	Internal assessment	External assessment
100	20	80

Objectives

To enable the prospective teacher educators:
- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counselling.
- To get acquainted with the importance of placement and follow up services.
- To get acquainted with meaning, purposes and out-line of job-study.
- To develop understanding about Counselling- research, issues and trends.

Unit I   Guidance
- Bases of guidance Philosophical, Sociological, Pedagogical, Psychological
- Concept of guidance- Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance. Functions and purposes of Guidance.
- Types of guidance. Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.
- Adjustive guidance, Identification of maladjusted children and the principles of dealing with them.

Unit II   Appraisal of an individual
- Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality Inventories Interest, Inventories, Attitude Scale
- Non testing devices- Cumulative record Card Sociometric techniques projective techniques Rating Scale, Case Study. Anecdotal Record, Autobiography.
- Techniques of guidance- home visits, interview, observation.
- Presenting, analyzing, interpreting and reporting the data

Unit III   Occupational Information
- Collection-need, sources, method of classification of occupation information.
- Dissemination of information about various Courses and occupation- career conference,
- Career exhibition, Visits, field trips, Career films etc.
- Use of technology in the collection and dissemination of occupational information.

Unit IV   Counselling
- Meaning, need, characteristics, principles of Counselling
- Process and types of Counselling

- Counselling theories (i) Client Centered Therapy (Carl Rogers) (ii) Rational EmotiveTherapy (Albert Ellis) (iii)Behavior Therapy (B.F. Skinner) (iv)Gesalt Therapy (Fredric Pearls) (v)Psychoanalytic Therapy (Sigmund Freud)

Unit V   Techniques of Counselling

- Individual counseling: Counselling interviews- Meaning, purpose, conditions of interview, qualities and responsibilities of an interviewer, evaluation of an interview.
- Group Counselling : Meaning, purpose, importance types of group Counselling- regular subject classes, core curriculum classes, special groups, school assemblies,clubs.
- Lectures, dramatics question banks, Case Conference Methods.
- Effective Counsellor, increasing need of School counselor in the present set up.

Unit VI   Guidance and counseling

- Research
- Issues
- Trends

Field-based Activities

Undertake any one of the following activities:

1. Job analysis of one occupation
2. Prepare an interview schedule for an effective Counselling
3. Visit a guidance Centre and Write a report about its organization and functions.

Suggested Readings

- Agrawal J.C. (2004). *Educational vocational guidance and counselling*. New Delhi:Doaba House.
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- Jones, A.J. (1951). Principles of guidance. New York: McGraw Hill Book Co.
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- Mennet, M.E. (1963). *Guidance and counselling in groups*. New York: McGrow Hillbook Company.
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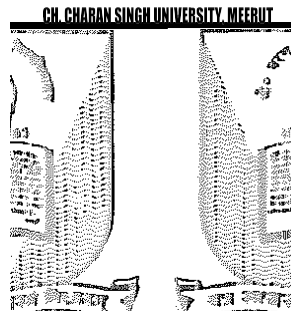- Sarswat. K.R., & Gaul, J.S. (1993). Manual for guidance counsellors. Delhi: NCERT.

SYLLABUS FOR TWO YEAR BACHELOR OF EDUCATION

B.Ed.

&
For
Session 2019-21 Onward

Academic year 2019-20 of B.Ed II year session2018-20

CH. CHARAN SINGH UNIVERSITY, MEERUT

Faculty of Education
Faculty of Education
Chaudhary Charan Singh University
Meerut - 250004

CH. CHARAN SINGH UNIVERSITY, MEERUT
FACULTY OF EDUCATION

SYLLABUS FOR TWO YEAR
BACHELOR OF EDUCATION

The present B.Ed. syllabus for two year programme has been designed on the current guidelines of NCTE, NCERT, UGC and MHRD with the view to make the student-teachers reflective practitioners. The programme is comprised of three broad inter-relatedcurricular areas :-

Group (A)   :   Perspectives in Education : Core Courses (CC) Group (B)   :
                 Curriculum and Pedagogy : Pedagogy Courses (PC)
Group (C)   :   Experiences for Enhancing Professional Capacities (EPC)

Transaction of the courses is to be done using a variety of approaches, such as tasks and assignments, projects, group discussion, seminar, interactions with community in multiple socio- cultural environments, etc.

These courses are intended to provide a conceptual understanding of relevant concepts and processes in

GROUP (A): PERSPECTIVES IN EDUCATION - CORE COURSES (CC)

teacher education and also situate them in the broader perspective of education and development.

CC (1)   :   Contemporary India and Education

This course deals with conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education.

CC (2)   :   Philosophical & Sociological Perspectives of Education

This course deals with philosophical and sociological issues and provides an opportuniy to understand and reflect on the vision of education as well as cultural context within which education operates.

CC (3)   :   Growing up as a Learner

This course deals with individual development, nature and process of learning and an understanding of how learning and cognition are closely inter-related through out individualdevelopment process.

CC (4)   :   Teacher, Teaching and Technology

This course deals with rules and expectations of teachers in the form of accountability and code of ethics and the nature and various aspects of the teaching process in view of the professional development of the teacher.

CC (5)   :   Creating an Inclusive School

This course deals with understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school.

CC (6)   :   Gender, School and Society

This course deals with meaning and experience of being a boy or a girl across different social groups, regions and time-periods. It also deals with gender inequalities through a variety of

institutions such as the family, caste, religion, culture, the media and popular culture, law and the state.

CC (7) : Knowledge, Language and Curriculum

This course deals with meaning, nature and sources of knowledge, to develop reading for comprehension and writing skills & for curriculum development.

CC (8) : Work Education, Gandhiji's Nai Talim and Community Engagement

This cource deals with Gandhiji's ideas on Experiential Learning, Nai Talim, Work Education and Community Engagement. This course is included as all-round development of children is best obtained through experiences and Education is effective only when it is transacted through work and craft and not only through books and abstraction.

GROUP (B): CURRICULUM AND PEDAGOGY - PEDAGOGY COURSES (PC)

These courses pertain mainly to help student-teachers become effective teachers. For this, itoffers the student-teachers not only reorganize one's previous understanding of one's subject of specialization but also the pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, so that they may try out evolving a few learning situations and carry them out both in simulated as well as real situations.

PC (1) & PC (2) : Pedagogy of School Subjects - I & II

These courses intend to enable student-teachers to recognise the nature of knowledge in various subject areas (Sciences-Physical/Biological/Mathematics, Social sciences,Languages- Hindi/English/Sanskrit) and will help in developing understanding of the pedagogical requirementsin various teaching-learning situations. Each student-teacher will take up two subject areas of his/her own choice.

PC (3) : Assessment for Learning

This course intends to lead to an understanding and appreciation of the relevance ofassessment the how and why of it, as well as develop necessary competence in envolving appropriate assessment modes in line with learning objectives. It also clarifies the significant shift in emphasis of the terms 'assessment for learning' as against 'assessment of learning'.

PC (4) :Optional Course – any one of the following

(i) Educational Administration and Management.
(ii) Guidance and Counselling
(iii) Environmental Education
(iv) Computer Education
(v) Health,Physical Education & Yoga
(vi) Life Style Management

PC (5)   :   Preparation to Function as a Teacher (Teaching Skills)

This is visualialised as a shorter-duration initial experience (5 weeks) of student-teachers to train in lesson-planning based on constructivistic approach, micro-teaching skills and playing the role of teacher in simulated condition as well as in real classroom situation. It will help him/her to prepare himself/herself as a teacher possessing teaching Skills.

PC (6) : **School Internship**

This is visualized as a longer-duration field experience (16 weeks) of student-teachers supported by relevant interactive exposures within the school. During this period he/she will observe school functioning and prepare Journal containing day-to-day report about all activites including evaluation tools and also perform an Action Research Project based on any school problem. It will help him/her to become a professional teacher, possessing teaching-competence.

GROUP(C):EXPERIENCES FOR ENHANCING PROFESSIONAL CAPACITIES (EPC)

Apart from conceptual and practical learning gained through Core Courses (CC) andPedagogy Courses (PC), student-teachers need to develop professional competencies and to experience the fact that the teacher is much more than someone who teaches a subject. The teacheris potentially a participant in the wider education system and he/she may play not only a proactive role in the community life of the school but also as an agent of social development and social transformation. It includes a number of experiences that will enhance the capacity of student- teachers in six essential dimensions:

EPC 1 : Strengthening Language Proficiency.EPC 2
: Art and Aesthetics
EPC 3 : Reading and Reflecting on Texts.EPC 4
: Unerstanding of ICT.
EPC 5 : Scouting and Guiding. EPC 6 :
Working with Community.

Task and Assiguments that run through all the courses CC 1-8 and PC 3-4.

B.Ed. CURRICULUM FRAMEWORK FOR TWO YEAR PROGRAMME

Group A	:	Core Couerses (CC)	MM	Pds/Wk
CC 1	:	Contemporary India and Education	100	6
CC 2	:	Philosophical & Sociological Perspectives of Education	100	6
CC 3	:	Growing up as a Learner	100	6
CC 4	:	Teacher, Teaching and Technology	100	6
CC 5	:	Creating an Inclusive School	50	3
CC 6	:	Gender, School & Society	50	3
CC 7	:	Knowledge, Language & Curriculum	50	3
CC 8	:	Work Education, Gandhiji's Nai Talim And Community Engagement	50	3
		Total =	**600**	

Group B	:	Pedagogy Courses (PC)		
PC 1	:	Pedagogy of a School Subject - I	100	6
PC 2	:	Pedagogy of a School Subject - II	100	6
PC 3	:	Assessment for Learning	50	3
PC 4	:	Optional Courses –	50	3

(i) Educational Administration and Management
(ii) Guidance and Counselling
(iii) Environment Education
(iv) Computer Education
(v) Health, Physical Education & yoga
(vi) Life Style Management

PC 5	:	Preparation to function as a Teacher	100 (5 weeks) PC	
6	:	School Internship	200 (16 weeks)	
		Total =	**600**	

Group C	:	Experiences for Enhancing Professional Capacities (EPC)	
EPC 1 :		Strengthening Language Proficiency	25
EPC 2 :		Art and Aesthetics	25
EPC 3 :		Reading and Reflecting on Texts	25
EPC 4 :		Understanding of ICT	25
EPC 5 :		Scouting and Guiding	25
EPC 6 :		Workig with Community	25
		Total = 150	

Task and Assignments that run through all the courses

CC 1-8 & PC 3-4   **Total =   50**

Grand Total =   1400

ANNUAL DISTRIBUTION OF THE COURSES AND WEIGHTAGE OF MARKS

B.Ed. Year – I

Theory			Max Marks	Internal	External
CC 1	:	Contemporary India and Education	100	20	80

			Max. Marks	Internal	Ext.
CC 2	:	Philosophical & Sociological Perspectives of Education	100	20	80
CC 3	:	Growing up as a Learner	100	20	80
CC 4	:	Teacher, Teaching and Technology	100	20	80
PC 1	:	Pedagogy of a School Subject-I	100	20	80
PC 2	:	Pedagogy of a School Subject-II	100	20	80
			600	**120**	**480**

School Activities Based Practium

PC 5	:	Preparation to function as a teacher	**100**	**20**	**80**

Field Activities Based Practium

		Max. Marks	Internal	Ext.
EPC 1 :	Strengthing Language Proficiency	25	5	20
EPC 2 :	Art & Aesthetics	25	5	20
EPC 3 :	Reading & Reflecting on Texts	25	5	20
	Task and Assignments on CC 1-4 (Viva)	25	5	20
		100	**20**	**80**

B.Ed. Year – II

Theory			Max. Marks	Internal	Ext.
CC 5	:	Creating an Inclusive School	50	10	40
CC 6	:	Gender, School and Society	50	10	40
CC 7	:	Knowledge, Language & Curriculum	50	10	40
CC 8	:	Work Education, Gandhiji's Nai Talim And Community Engagement	50	10	40
PC 3	:	Assessment for Learning	50	10	40
PC 4	:	Optional Courses – any one of the following :-	50	10	40

   (i)   Educational Administration and Management
   (ii)   Guidance and Counselling
   (iii) Environment Education
   (iv) Computer Education
   (v)   Health, Physical Education & Yoga
   (vi) Life Style Management

	300	**60**	**240**

School Activities Based Practium

PC 6	:	School Internship	**200**	**40**	**160**

Field Activities Based Practium

		Max. Marks	Internal	Ext.
EPC 4 :	Understanding of ICT	25	5	20
EPC 5 :	Scouting and Guiding	25	5	20
EPC 6 :	Working with Community	25	5	20
	Task and Assignments on CC 5-8 & PC 3-4 (viva)	25	5	20
		100	**20**	**80**

TWO YEAR BACHELOR OF EDUCATION (B.Ed.)
YEAR WISE SCHEME OF EXAMINATION
(2019-21 AND ONWARD)
B.Ed. Year – I

Theory:

Course Code	Name of the Course	MM	IM	EM	Duration

I	E-101	CC1 : Contemporary India and Education	100	20	80	3 Hrs.
II	E-102	CC2 : Philosophical & Sociological Perspectives of Education	100	20	80	3 Hrs.
III	E-103	CC3 :Growing up as a Learner	100	20	80	3 Hrs.
IV	E-104	CC4 : Teacher, Teaching and Technology	100	20	80	3 Hrs.
V & VI		Pedagogy Courses (PC 1 & PC 2)	100	20	80	3 Hrs.
		(Any two school subjects to be studied as Pedagogy Course)	100	20	80	3 Hrs.

These will be based on the two main subjects or the main and one of the ancillary subjects in the case of graduates and the subject offered in post-graduation which should be the same as in graduation except in the case of those who have offered the fundamental subjects like philosophy, sociology or MA (Education).

E-201 Pedagogy of Hindi E-202
Pedagogy of English
 Pedagogy of Sanskrit
Pedagogy of Social SciencesE-205
Pedagogy of Mathmatics
 Pedagogy of Physical Science
Pedagogy of Biological SciencesE-208
Pedagogy of Computer Science E-209
Pedagogy of Home Science
E-210 Pedagogy of commerce

Theory:	**600**	**120**	**480**

Practical:

VII	E-701	PC5 : Teaching Skills	**100**	**20**	**80**
VIII	E-702	Viva- Voce Examination based on			
		EPC 1 : Strengthening Language Proficiency	25	5	20
		EPC 2 : Art and Aesthetics	25	5	20
		EPC 3 : Reading and Reflecting on Texts	25	5	20
		Task and Assignments on CC 1-4	25	5	20
			100	**20**	**80**
		Practical:	**200**	**40**	**160**

**TWO YEAR BACHELOR OF EDUCATION (B.Ed.)
YEAR WISE SCHEME OF EXAMINATION
(2019-21 AND ONWARD)
B.Ed. Year – II**

Theory:

Course Code	**Name of the Course**	**MM**	**IM**	**EM**	**Duration**

IX	E-301	CC5 : Creating an Inclusive School	50	10	40	3 Hrs.
X	E-302	CC6 : Gender, School and Society	50	10	40	3 Hrs.
XI	E-303	CC 7 : Knowledge, Language & Curriculum	50	10	40	3 Hrs
XII	E-304	CC8 : Work Education, Gandhiji's Nai Talim And Community Engagement	50	10	40	3 Hrs
XIII	E-401	PC3 : Assessment for Learning	50	10	40	3 Hrs.
XIV		PC4 : Optional Courses–Any one of the following	50	10	40	3 Hrs.

E-501 Educational Administration and ManagementE-502
    Guidance & Counselling
E-503 Environment EducationE-504
    Computer Education
E-506 Health, Physical Education & YogaE-507 Life
    Style Management

Theory:	**300**	**60**	**240**

Practical

XV	E-703	PC6 : School Internship	**200**	**40**	**160**

XVI	E-704	Viva- Voce Examination based on			
		EPC4 : Understanding of ICT	25	5	20
		EPC5 : Scouting and Guiding	25	5	20
		EPC6 : Working with Community	25	5	20
		Task and Assignments on CC 5-8 & PC 3-4	25	5	20
			100	**20**	**80**

Practical:	**300**	**60**	**240**

TWO YEAR BACHELOR OF EDUCATION (B.Ed.) EVALUATION PATTERN (2019-21 AND ONWARDS)

Interanl Evaluation

The components of internal assessment in each theory paper of 100 marks will be as under:

- Subject based Presentation   05 marks

- Subject based Assignment   05 marks

- Internal Test   10 marks

For the theory paper of 50 marks the component of internal assessment will be reduced to its half.

External Evaluation

The format for the marking scheme for question papers in theory courses **(Maximum Marks=80)**

in external written examination shall be as follows:

Total =80 marks

Section A: Three Questions with internal choices
         (Three Questions of Sixteen marks each, 3x16=48)
Section B: Four out of Eight Questions
         (Four Questions of Four marks each, 4x4=16)
Section C: Eight out of Ten Questions
         (Eight Questions of Two marks each, 8x2=16)

The format for the marking scheme for question papers in theory courses **(Maximum Marks=40)**
in external written examination shall be as follows:

Total =40 marks

Section A: Two Questions with internal choices
         (Two Questions of Twelve marks each, 2x12=24)
Section B: Two out of Four Questions
         (Two Questions of Four marks each, 2x4=08)
Section C: Four out of Six Questions
         (Four Questions of Two marks each, 4x2=08)

Note: In the examination of Course XIII, Code E-401 ie '**Assessment for Learning'** the simplecalculator is allowed.

Course Structure

1.	Course Status	Core Course (CC-1)
2.	Course Number	I
3	Course Title	CONTEMPORARY INDIA & EDUCATION
4	Course Code	E-101
5	Period per week	06
6	Weightage	100 marks

7	Course Objectives	To enable student teacher to-
		• Understand that development of education is influenced by socio-political forces of the time.
		• Acquire the knowledge of features of education in ancient, medieval and pre-Independent period in India with their strengths and weaknesses.
		• Understand the contribution of various Committees and Commissions on education set up from time to time in the economic development of India.
		• Appreciate the developments of Indian Education in the Post Independent Period.

Course Contents

Unit I : Education in India

Vedic Period, Buddist Period and Medieval Period.

Unit II : Policy Framework of Education in Pre-Independent Period

Macaulay's, Minutes (1835), Woods Despatch (1854), Hunter Commission (1882) and Indianisation of Education, National Education Movement, Lord Curzon Policy (1902), Gokhle Bill (1910), Sadler Commission (1917), Hartog Committee (1929), Basic Education (1937), Sargent Report (1944) **:**

Unit III : Policy Framework of Education in Post-Independent Period

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66) in the context of Industrialisation

- National Policy of Education (1986) and its review (1992) in the context of Liberalizationand Globalization of Indian Economy.
- National Curriculum Framework -2005.

Unit IV : Elementary Education

- Universalization of Education (Provision, Enrolment, Retention, Success).
- Wastage & Stagnation.
- Education for all (Sarva Shiksha Abhiyan).

- Minimum Level of Learning (MLL).

- Review of Mid-Day Meal Programme.

- Kasturba Balika Yojna.

- RTE (2009).

Unit V : Secondary Education

- Expansion & Differentiation of Curricula between boys and girls

- Discrimination of Curricula

- Vocationalization of Education.

Unit VI : Current Issues

- University Autonomy, Privatisation of Education, Commercialization of Education.

- Medium of Schooling- Three Language Formula.

- Population Education.

Task and Assignments (any one)

- Review of Sarva Shiksha Abhiyan

- Review of Mid-day meal programme.

- Review of Kasturba Balika Yojna.

- Review of the New Education Policy (1986).

- Critical analysis of any theme of the course content in about eight to ten pages.

Course Structure

1.	Course Status	Core Course (CC-2)
2.	Course Number	II
3	Course Title	PHILOSOPHICAL & SOCIOLOGICAL PERSPECTIVES OF EDUCATION
4	Course Code	E-102
5	Period per week	6
6	Weightage	100 marks
7	Course Objectives	To enable student-teacher to-

- Answer three basic questions-what ? why & How of theEducation.

- Develop an understanding of contribution of Indian &Western philosopher.

- Build their own view about different Indian Religion andrespect them.

- Describe the role of Education in desirable social change andsocio-economic development.

- Transform one-self and society to empower people to assure responsibilities for creating sustainable future.

Course Contents

Unit I :   Education and knowledge

- Education – meaning, nature and modes-formal, Informal and Nonformal

- Purposes of Education-Individual Development or social Transformation

- Knowledge-meaning and ways of knowing,

- Forms of knowledge-Local & universal, concrete & Abstract, Theoretical & Practical,Contextual & Texual, School & out-of-school.

Unit II :   Education and Philosophy

- Philosophy of Education-meaning and significance in the context of Aims of Education,Curriculum, methods of Teaching & discipline etc.

- Major schools of thoughts and their Impact of an Education.

    (i) Idealism , Naturalism, Realism, Pragmatism and Humanism.

    (ii) Sankhya ,Yoga &Advaita Philosophy.

Unit III :   Education and Society

- Educational Sociology – meaning & nature & socialization of the child.

- Education as a means of social change and social welfare

- Education as a means of Human Resource Development & Economical Development.

- Meaning of a new social order and modernization of Education

Unit IV : Educational Thoughts : Indian & Western Thinkers

- MK Gandhi ,Tagore, Aurobindo, Vivekanand, Giju Bhai.
- Aristotle, Socretes, Plato, Rousseau, Dewey, Froebel, Montessori.

Unit V : Education and Values

- Values – Meaning, Nature & Types.
- Source of values – The Constitution of India, Democracy, Secularism, etc., Fundamental Rights & Duties, Directive principles, Constitutional provisions for Education.
- Education for peace – Issues of National & International conflicts, social injustice, communal conflicts harmony, Individual Alienation, Role of Individuals in making peace : A way of life.

Unit VI : Education for National Integration

- National Integration – meaning & Need, Role of Teacher, Institutions & Cultural Heitage, Regional expectation and aspiration.
- Role of celebration of Indian Festivals

Task and Assignment (any one)

- To compare the educational ideas of any two thinkers.
- To study impact of education on population-Increase & Un-employment in near-by villageor region.
- To study different cultures & identifying the points of unity in diversity.
- To study different religions and identify the common points of humanity and spiritualism.
- Critical analysis of any theme of the course content in about eight to ten pages

Course Structure

1.	Course Status	Core Course (CC-3)
2.	Course Number	III
3	Course Title	GROWING UP AS A LEARNER
4	Course Code	E-103
5	Period per week	6
6	Weightage	100 marks
7	Course Objectives	To enable student-teacher to

- Acquire the basic principles of psychology of learners.

- Understands learner characteristics and implications forteaching-learning.

- Understand learner's mental health problems & chooseappropriate strategis to cope with such problems.

- Apply various psychological principles and approaches tolearning.

- Appreciate the role of psychology in the teaching-learning process.

Course Contents

Unit I : Psychology and learner

- Psychology – Its meaning, Nature & scope.
- Educational Psychology – Meaning, Scope and its relevance for teachers, teaching andlearning.
- Individual Differences-Concept and Nature.
- Exceptional Children-Mentally retarded, Backward, Delinquent, Gifted & Slow learner.

Unit II : Human Development

- Concept & Stages of Development – Infancy, Childhood, Adolescence
- Types of Development- Physical, Cognitive social, Emotional, moral with reference toPiaget.

Unit III : Learning and Motivation

- Concept & Theories of Learning and its Implications – Thorndike, Pavlov, Kohler,Skinner, Lewin.
- Factors affecting Learning.
- Motivation- Concept, Sources and its Importance for teaching-learning process.

Unit IV : Mental Health

- Concepts & Factors affecting Mental Health, ways of improving Mental Health.

- Adjustment & ways for reducing Maladjustment, Defence mechanism.

Unit V :   Personality

- Concept, Dimensions & Theories of personality- psycho-analytic, Trait, Type
- Measurement of personality-projective techniques, etc.

Unit VI :   Intelligence & Creativity

- Intelligence-Meaning, Nature & Types of Intelligence with reference to multipleIntelligence, Emotional Intelligence & Social Intelligence.
- Theories of Intelligence- Two-factor, Muilti-factor, Group factor and Three-dimentionalGuilford model.
- Measurement of Intelligence.
- Creativity – Meaning, Nature and Measurement, Techniques for fostering creativity.

Task and Assignments (any one)

- Observation of Adolsecent Behaviour in urban slum/dalit household
- Administration & Intepretation of two psychological tests- Intelligence, Personality,Creativity etc.
- Critical Analysis of school situation in terms of its role in promoting learners cognitive &non-cognitive learning output.
- Preparation of learner's profile based on cognitive and Non-cognitive characteristics todepict their inter and intra individual differences.

Course Structure

1.	Course Status	Core Course (CC-4)
2.	Course Number	IV
3	Course Title	TEACHER, TEACHING AND TECHNOLOGY
4	Course Code	E-104
5	Period per week	6
6	Weightage	100 marks

7	Course Objectives	To enable student-teachers to-
		• Acquire theoretical basis of educational technology and to develop awareness about recent developments in the areas of educational technology.
		• Equip them with various technologies to apply for improving instructional practices
		• Develop teaching skill required for effective instructional and institutional management.
		• Manage teaching and learning effectively and efficiently.
		• Identify and implement instructional strategies in differentsituations.

Course Contents

Unit I :   Technology and Teaching

- Educational Technology-meaning, concept & types-hardware, software, systems approach
- Types of Educational Technology-Teaching technology, Instructional technology, Behavioural technology, Information and Communication Technology.

Unit II :   Task of Teaching

- Phases of Teaching and its Operations-Pre-active, Inter-active & Post-active.
- Levels of Teaching-Memory, Understanding & Reflective.

Unit III :   Teaching Aids & Teaching

- Teaching Aids-Meaning, Need, Types- Projected, Non-projected & Electronic.
- Edgar Dale's Cone of experience
- Audio-visual Equipments-OHP, Radio, Television, Computer, LCD Projector, etc.

- Use of New Technologies – Tele-conferencing (Face to Face Distance mode of Education)Language Laboratory, e-mail, internet, Smart classes, CAI, etc.

Unit IV :   Management of Learning and Teaching

- Planning
- Organising
- Leading

- Controlling

Unit V : Strategies of Teaching & Modification of Teacher Behaviour

- Concept & classification of different Teaching Strategies- Lecture, Demonstration, Heurism, Discovery, Project, Assignment, Tutorial Group, Brain-Storming, Role Playing, Team Teaching.

- Modification of Teacher Behaviour

    - Micro Teaching with special reference to components of various teaching skills like - Introduction, Reinforcement, Probing Question, Stimulus Variation, Explaining etc.

    - Simulation Teaching, T-Group Training, Action Research,

Unit VI : Profesional Development of Teachers

- Teacher Evaluation, Teacher Autonomy, Teacher Accountability, Code of Ethics for Teachers.

- Strategies for professional development of Teachers.

Task and Assignments (any one)

- Operation of Audio-Visual Aids and Equipments.

- Review of Radio/T.V. programmes of NCERT, IGNOU, UGC, etc.

- Preparation for power-point presentation on the relevance of Technology in Education.

Course Structure

1.	Course Status	Core Course (CC-5)
2.	Course Number	IX
3	Course Title	CRITATING AN INCLUSIVE SCHOOL
4	Course Code	E-301
5	Period per week	3
6	Weightage	50 marks

7	Course Objectives	To enable student-teachers to :
		• Understand inclusive education- concept and nature.
		• Understand the global and national commitments towards the education of children with diverse needs
		• Prepare condusive teaching learning environment in inclusive schools.
		• Identify and utilize existing resources for promoting inclusive practice.

Course Contents

Unit I :   Introduction to Inclusive Education

- Defination, concept needs and importance of Inclusive education.
- Historical perspectives on education of children with diverse needs.
- Difference between Special education, Integrated education and Inclusive education.
- Policies and Legislations for Inclusive Education and Rehabilitation, Government schemeand provisions.

Unit II: Children with Diverse Needs

- Defination and characteristics of children with divers needs.
- Sensory (hearing, visual and physically challenged)
- Intellectual (gifted, talented and mentally challenged)
- Developmental disabilities (autism, cerebral palsy, learning disabilities)
- Social and emotional problems
- Scholastic backwardness, under achievement, slow learners
- Children belonging to other marginal groups.
- Role of teachers for meeting these diverse needs of learners.

Unit III :   Inclusive Education and its Practices

- Inclusive instructional design and collaborative instruction for inclusion.
- Differentiating Instruction – peer tutoring and peer mediated instruction and interventions,co-opretive learning and co-operative teaching assignments, self regulated learning.
- Inclusive instruction strategies at school level- Remedial help, team teaching, co-teaching,student assistance teams, buddy system, circle of friends, Parent involvement.
- E-learning, web based learning & inclusive education.

Unit IV :   Inclusive Schools

- Infrastructural facilities for an Inclusive school

- An ideal inclusive school

- Role of inclusive school in modern times.

- Inclusive classroom managements

Unit V :   Teachers Role in Inclusive Education

- Qualities of an Inclusive teacher

- Teachers role in shaping Inclusive class room.

- Inclusive teacher-educator in facilitating inclusive education.

- Guidance and conseling for inclusive teachers, students and principals

- Training programme for Inclusive teachers.

Task and Assignments (any one)

- Preparing a case-study of an abnormal/deviant child/Delinquent child.

- Visit to a Inclusive school and prepare a report.

- Design and evaluate an Inclusive education programme.

- Draft a counseling program for special need child in secondary school.

- Prepare a report of recent development done in the field of inclusive education.

- Prepare a research proposal related to differently abled learner problem.

- A study of NGO promoting Inclusive education.

Course Structure

1.	Course Status	Core Course (CC-6)
2.	Course Number	X
3	Course Title	GENDER, SCHOOL AND SOCIETY
4	Course Code	E-302
5	Period per week	3
6	Weightage	50 marks
7	Course Objectives	To enable students-teachers to :

- Sensitize the future teachers towards basic understanding of various key concepts of gender studies.

- Learn about gender issues in school, curriculum and textual materials across disciplines, pedagogical process and its interaction with class, caste, religion and region.

- Help them understand the contribution of women in social, economic & political development of the society.

- Apply the conceptual tools learn regarding gender & sexuality to understand issues related to sexual harassment at the workplace and child sexual abuse.

Course Contents

UNIT I :   Gender Issues :Key Concepts

- Gender, sex, sexuality, patriarchy, masculirity and feminism – in cross culturalperspectives.

- Gender bias, gender stereotyping and empowerment.

- Equity and Equality in relation with caste, class, religion, ethnicity, disability and region.

UNIT II :   Gender Inequality in the Schools

- In the structure of knowledge.

- In the development of curriculum, Gender and hidden curriculum.

- Gender in text and context (text books inter sectionlity with other disciplines, classroomprocesses including pedagogy).

- In the class room.

- In the management of school.

- Teachers as agent of change.

UNIT III :   Women in Indian Society

- Situational analysis of women in India society (focus on sex ratio pattern, education,health, work participation violence against women).

- Women's access to and participation in formal and non-formal education (gender bias inenrolment, curriculum content, dropouts).

- Participation of women in planning and decision making.

- Human Right and Empowerment of women.

UNIT IV :   Theories on Gender and Education : In Indian Context

- Socialisation theory.
- Gender difference theory.
- Structural theory
- Deconstructive theory.

UNIT V :   Gender, Sexuality, Sexual Harassment and Abuse

- Linkage and differences between reproductive rights and sexual rights.
- Development of sexuality, including primary influences in the lives of children (such asgender, body image, role models)
- Sites of conflict : social and emotional
- Understanding the importance of addressing sexual harassment in family, neighbourhoodand other formal and informal institutions.
- Agencies perpetuating violence : family, school, work place and media (print andelectronic)
- Institutions redressing sexual harassment and abuse.

Task and Assignments (any one)

- Preparing analytical report on portrayal of women in print and electronic media.
- Analysis of textual material from the perspective of gender bais and stereotype.
- Field visit to school, to observe the schooling processes from a gender perspectives
- Critical analysis of any theme of the course content in about eight to ten pages

Course Structure

1.	Course Status	Core Course (CC-7)
2.	Course Number	XI
3	Course Title	KNOWLEDGE, LANGUAGE & CURRICULUM
4	Course Code	E-303
5	Period per week	03

6	Weightage	50 Marks
7	Course Objectives	To enable students teacher :

To enable students teacher :

- To examine the Epistemological basic of educaton
- To understand the concept and principles of curriculum development
- To understand the formulation of new curriculum
- To develop the ability to read & comprehend
- To develop writing skill

Course Contents

Unit I :   Knowledge

- Epistemology – meaning, philosophical basic of knowledge according to Indian & WesternPhilosophy
- Knowledge – Nature and sources, validity of knowledge
- Differences between knowledge and skill, Teaching and Training, Knowledge andInformation, reason and belief
- Chronological review on knowledge generation, myth based faith and logical basedknowledge, various structures of society and knowledge patterns and their relationship

Unit II :   Language and Reading Comprehension

- Need & Importance
- Types of reading : skimming & scanning
- Strategies for effective reading, mechanism for reading, loud reading, silent reading.
- Schema Theory of reading

Unit III :   Developing Writing skills

- Need & Importance
- Making - Reading writing connection

- Process & strategies of writing for children, mechanism of writing, Note Making,Summarising
- Analysing Children's writing.

Unit IV : Curriculum & Development

- Meaning & concept of curriculum syllabus & units.
- Curriculum development – meaning, concept stages in the process of curriculumDevelopment

Unit V :   Determinants of curriculum

- Philosophical Foundation of curriculum development in view of different schools ofphilosophy

- Social & Political forces, Cultures and Cultural roots of curriculum, sociology ofcurriculum

- Model of curriculum Development : Hilda Taba's Model

- Core Curriculum, Activity Curriculum, Interdisciplinary Curriculum.

Tasks and Assignments

- Analysis of social myths in the light of scientific values and culture.

- Critical Analysis of the existing curriculum at secondary level.

- A comparative study of two syllabus – State Government/CBSE/ICSE

- Critical analysis on any theme of the course contentin about 8 to ten pages.

Course Structure

1.	Course Status	Core Course (CC-8)
2.	Course Number	XII
3	Course Title	WORK EDUCATION, GANDHIJI'S NAI TALIM AND COMMUNITY ENGAGEMENT
4	Course Code	E-304
5	Period per week	03
6	Weightage	50 Marks
7	Course Objectives	**To enable students-teachers to-** • appreciate the concept of work and dignity of labour. • sensitize the importance of the Gandhiji's ideas on Nai Talim

- compatible with various curriculum frameworks related to NaiTalim.
- analyze the school education programmes and policies, which incorporate local community engagement aspects.
- reflect the various Nai Talim approaches in every walk of life.
- participate efficiently in the local community services.
- analyze the school education programmes and policies, which incorporate local community engagement aspects.
- reflect the various Nai Talim approaches in every walk of life.

Course Contents

Unit-I: Work and Education
- Meaning and concept of Work-Significance of work and labour
- Work and livelihood
- Work with happiness and satisfaction
- Work Education: Purpose, social, economic and pedagogical values of work and crafteducation
-

Unit-II: Gandhiji's Nai Talim
- Gandhiji's ideas on Education - Basic principles of Nai Talim
- Experiential learning: Meaning and concept

Unit-III: Community Engagement
- Community Engagement-School, family and community partnership
- Government programmes for Education and development of literacy
- Role of School management committees, Teachers and Headmasters for community engagement.
- Parent Engagement in School matters
- Contemporary relevance of Nai Talim, Work Education, Experiential learning and Community Engagement as per National Curriculum Framework (2005), RTE (2009) and NCFTE (2010).

Unit-IV: Models and approaches of Nai Talim
- Models: Gandhiji, Tagore, and John Dewey
- Approaches:
    - Constructivism

- Paulo Friere's Critical Pedagogy and Dialogic method,
- Vygotsky,s Social Construction Approach
- Humanistic approaches for Character-building.

Unit-V: Nai Talim and Field Engagement

- Connecting Knowledge to life from outside the school
- Nai Talim and Field Engagement: Community services and its impact
- Best practices: Local production, Waste management, Water harvesting, participating inAgriculture operations in villages.

Tasks and Assignments (any one)

- Analysis of National Curriculum Framework (2005) in relation to Nai Talim.
- Analysis of NCFTE (2010) in relation to Nai Talim.
- Analysis of RTE (2009) in relation to Nai Talim.
- Critical analysis on any theme of the course containing about 8 to 10 pages.

Course Structure

1.	Course Status	PEDAGOGY COURSES : PC- 1 & PC- 2
2.	Course Number	V&VI
s3	Course Title	TEACHING OF LANGUAGES
4	Course Code	E-201 TO E-203
5	Period per week	6
6	Weightage	100 marks
7	Course Objectivesof Languages	To enable student-teachers to- • Understand about the nature and characteristics of a languageand mothertongue and the use of language. • Practice the required skill and their insterlinks for mastering a

	language.
	• Understand the various approaches for planning for successful language teaching.
	• Understand the Approaches for teaching different aspects of language.
	• Understand the Aids and other similar available material that could be used for teaching language.
	• Practice the teachnique of obtaining feedback for self- evaluation and evaluation of stuent's success in learning and using the language.

Course Structure

1.	Course Status	Padagogy Courses : PC1 & PC2
2.	Course Number	V & VI
3	Course Title	**fgUnh f'k{k.k**
4	Course Code	E-201
5	Period per week	06
6	Weightage	100 marks

Course Contents

bdkbZ 1 %Hkk"kk dk Lo:i] izd`fÙk ,oa fgUnh Hkk"kkA

- Hkk"kk dk vFkZ] izÑfr ,oa Hkk"kk vf/kxe ds fl}kUrA
- ekr`Hkk"kk vkSj jk"Vª Hkk"kk ds :i esa fgUnh dk egRoA

- ekr`Hkk"kk] jk"VªHkk"kk ,oa fons'kh Hkk"kk ds :i esa fgUnh f'k{k.kA

bdkbZ 2 % fgUnh f'k{k.k ds mn~ns'; ,oa y{;

- **twfu;j rFkk ek/;fed Lrj ij fgUnh f'k{k.k ds mÌs'; ¼Aims½ ,oa y{;**

   ¼Objectives½

bdkbZ 3 % Hkk"kk;h dkS'ky&f'k{k.k] mn~ns'; ,oa izfØ;kA

- Jo.k ¼Hearing½ dkS"ky& vFkZ mn~ns"; ,oa fodkl gsrq mik; A

- Okkpu ¼Speaking½ dkS"ky&vFkZ] mn~ns"; ,oa fodkl gsrq mik; A

- iBu ¼Reading½dkS"ky& vFkZ] mn~ns"; ,oa fodkl gsrq mik;A

- ys[ku ¼Writing½dkS"ky& vFkZ] mn~ns"; ,oa fodkl gsrq mik;A

- lw{e f'k{k.k dk Lo:i ,oa fuEu dkS"kyksa ds fodkl gsrq lw{e ikB;kstukdk fuekZ.k&

   (i) izLrkouk dkS"ky

   (ii) iz"u dkS"ky

   (iii) O;k[;k dkS"ky

   (iv) iquoZyu dkS'ky

   (v) mn~nhiu ifjorZu dkS"ky

bdkbZ 4 %fgUnh lkfgR; dh fo/kk,sa ,oa mudk f'k{k.k

- ikB;kstuk ,oa bdkbZ ;kstuk dk vFkZ mn~ns"; ,oa fuekZ.kA

- fgUnh dh fuEu fo/kkvksa ds f"k{k.k dk mn~ns";] fof/k;k¡ ,oa ikBfu;kstu &

   v-   x| & xgu ikB ,oa nzqr ikBc-

            i|

   l-   O;kdj.k

   n-   jpuk f"k{k.k

- fgUnh f"k{k.k gsrq lajpukRed fof/k dh mi;ksfxrkA

bdkbZ 5 % fgUnh esa n{krk fodflr djus okys ?kVd

- fgUnh f"k{k.k esa lgk;d "kSf{kd rduhdh] vkbZ0lh0Vh0 ,o0a vU;midj.kksa dk iz;ksxA

  if=dk,sa] v[kckj] iqLrdky;] Hkk"kk iz;ksx"kkyk] dEI;wVj lgk;d vuqns"ku] ikoj ikWbUV] izLrqfrdj.k] e`nq mikxe vkfnA

- fgUnh esa ewY;kadu*lrr ,oa lexz

- fgUnh esa vPNs ijh{k.k dh fo"ks"krk,sa ,oa ijh{k.k inksa dk fodkl ¼oLrqfu"B] y?kqÙkjh;] fucU/kkRed½

- fgUnh esa fu"ifÙk ijh{k.k gsrq iz'u&i= dk fuekZ.k

- mipkjkRed ,oa funkukRed f"k{k.k

- fØ;kRed vuqla/kku

Course Structure

1.	Course Status	Pedagogy Course : PC-1 & PC-2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF ENGLISH
4	Course Code	E-202
5	Period per week	06
6	Weightage	100 marks

Course Contents

Unit-I :   Background to the Study of English

- Role of English in the present day; Position of English in the Indian school curriculum inthe context of the three language formula.

- English as a second Language.
- Functions of language.
- Linguistic principles.
- Aims and objectives of teaching of English at Junior and Secondary level.

Unit-II :   Content and pedagogical analysis

- Teaching of prose, poetry, composition and grammar.
- Pedagogical analysis based on unit analysis, objectives, learning experience, chosenmethods and material and composition and grammer.
- Preparation of micro lessons based on the following skills :
  - (i)   Introduction.
  - (ii)   Questioning.
  - (iii)   Explaning
  - (iv)   Illustration
  - (v)   Stimulus variation

Unit-III :   Methods of Teaching and Skills of Teaching

- Difference between Method and Approach of teaching English, Major methods of teachingEnglish: Grammar-cum-translation method, direct method and bilingual method.
- Various Approaches of teaching English; Structural Approach, Communicative Approach,Holistic Approach & Linguistic communicative approach.

- Development of following linguistic skills
  - (i)   Listening and understanding
  - (ii)   Speaking
  - (iii)   Reading
  - (iv)   Writing

Unit IV : Unit and Lesson Planing

- Unit Planning
- Lesson Planning; concept importance & preparation

  (a) Prose, its importance, planning and teaching

  (b) Grammar, its importance, planning and teaching

  (c) Composition, its importance, planning and teaching

  (d) Poetry, it importance, planning and teaching.

Unit V : **Teaching Aids and Text-Books**

- Importance of Instructional material and their Effective use.
- Use of following aids :

(i)	Chalk board	(vii)	Record-Player (linguaphones)
(ii)	Flannel board	(viii)	Radio
(iii)	Pictures.	(ix)	Television
(iv)	Picture cut-out	(x)	Film and filmstrips
(v)	Charts	(xi)	Overhead Projector
(vi)	Tape-recorder.	(xii)	Language laboratory

- Qualities of a Good English Text-Book

Unit-VI: **Evaluation in English**

- Basic principles of testing English, Tools and Techniques of Evaluation.
- The Meaning and Significance of Comprehensive and Continuous Evaluation in English.
- Development of good test items in English (objectives type, short answer type, essay type).
- Construction of an achievement test
- Diagnostic testing & Remedial teaching in English.

Course Structure

1.	**Course Status**	**Pedagogy Course : PC-1 & PC-2**
2.	**Course Number**	**V & VI**
3	**Course Title**	**laLd`r&f'k{k.k**
4	**Course Code**	**E-203**
5	**Period per week**	**06**
6	**Weightage**	**100 marks**

Course Contents

;wfuV 1 %Hkk''kk & Lo:i] izd`fr ,oa egRo

v- Hkk'kk dh mRifÙk] fodkl ,oa ifjfuf'Br ifjHkk'kkAc-
Hkk'kk ds fofo/k :iA

l- Hkkjrh; Hkk'kkvksa esa laLd`r dk LFkku ,oa f=Hkk'kk lw= dhO;k[;kA

n- Hkk'kk dh izd`frA

;- Hkk'kk lh[kus ds fl)kUr rFkk orZeku ifjizs{; esa laLd`r dk lkaLd`frd ,oa lkfgfR;d egRoA

;wfuV 2 %laLd`r esa Hkk''kkxr dkS'ky ,oa f'k{k.k mn~ns';A

v- laLd`r dk izkjfEHkd O;kdj.k&iq:"k] opu] 'kCn :i] /kkrq:i lfU/k] lekl] milxZ izR;;A

c- laLd`r Hkk"kk dh /ofu;k¡ muds mPpkj.k LFkku ¼Point of articulation½ ,oa lw=] vkH;Urj ,oa ckg~; iz;Ru] le; ,oa dky ls mRiUu /ofu&HksnA

l- Hkk'kk;h dkS"ky & mPpkj.k] okpu Jo.k] cks/k ,oa vfHkO;Ùku] lHkh dkS"kyksa ds f'k{k.k mn~ns";] fof/k;k¡] dkS'kyksa ls lEcfU/kr nks'k] dkj.k vkSj mipkjA

n- dkS"kyksa esa n{krk izkfIr gsrq ikB~;sÙkj fØ;k,saA

;wfuV 3 %laLd`r lkfgR; dh fo/kk,sa ,oa mudk f'k{k.kA

v- lkfgR; dh fofHkUu fo/kk,sa] voj ek/;fed ,oa mPp ek/;fed Lrj ijmuds f'k{k.k&mn~ns";] Cywe }kjk fn;k x;k oxhZdj.kA

c- laLd`r f'k{k.k dh lekU; fof/k;k¡A

l- laLd`r&x|] i|] O;kdj.k] jpuk] ukVd] nzzqrikB ,oa fucU/k&f'k{k.kdh fof/k;k¡ ,oa mn~ns";A

n- ikB ;kstuk ds fofHkUu izdkj ,oa mudh fuekZ.k&izfØ;kA

;- laLd`r] orZuksa ls lEcfU/kr Nk=ksa dh lekU; =qfV;k¡] mudsdkj.k ,oa fujkdj.kA

;wfuV 4 %laLd`r ikB~;Øe ,oa ikB~; iqLrdsaA

v- ikB~;Øe ls rkRi;Z mldh vko";drk] vk/kkj] ikB~;Øe fuekZ.k dsfl}kUr] ikB~;Øe fuekZ.k ds le; /;ku j[kus ;ksX; lko/kkfu;k¡A

c- mÙkj izns"k esa voj ,oa mPp ek/;fed Lrj ds laLd`r f'k{k.kikB~;Øe dh leh{kk ,oa ewY;kaduA

l-   ikB~; iqLrd dk ewy izR;;] ikB~; iqLrd fuekZ.k ds fl)kUr] ikB~;iqLrd ds ewY;kadu ,oa p;u dh izfØ;kA

n-   mÙkj izns"k ds fo|ky;h laLd`r ikB~;Øe o f"k{k.k gsrq p;furikB~; iqLrdksa dk ewY;kaduA

;-   vPNh laLd`r ikB~; iqLrd dh fo"ks'krk,saA

;wfuV 5 %laLd`r Hkk"kk esa ewY;kaduA

v-   ewY;kadu   dk   izR;;]   vko";drk   ,oa   ijEijkxr   ,oa   vk/kqfud ewY;kaduA

c-   ijh{k.kksa@ewY;kadu dh izkphu ,oa uohu fof/k;k¡A

l-   mn~ns"; dsfUnzr ¼Objective Centred½ ijh{k.kksa dh fuekZ.k.kizfØ;k rFkk ijh{k.k jpuk   ds le; /;ku j[kus ;ksX; lko/kkfu;k¡A

n-   vPNs ijh{k.kksa dh fo"ks'krk,saA

;-   fofHkUu laLd`r fo|vksa ds ewY;kadu gsrq ijh{k.k ,oa mudsizdkjA

;wfuV 6 %laLd`r f"k{k.k esa n{krk ds izHkkooh ?kVdA

v-   laLd`r v/;kid dh fo"ks'krk,saA

c-   laLd`r&d{k f"k{k.k lkexzh ds izdkj] rduhdh midj.kAl-
laLd`r f"k{k.k esa ikB~; lgxkeh fØ;k,saA

n-   laLd`r esa funukukRed ,oa mipkjkRed f"k{k.kA

;-   laLd`r f"k{k.k & x`g dk;Z ds izdkj ,oa egRoA

d-   fØ;kRed vuqlU/kku ,oa laLd`r f"k{k.k esa mldh mi;ksfxrkA

Course Structure

1.	Course Status	Pedagogy Courses : PC-1 & PC -2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF SOCIAL SCIENCES
4	Course Code	E-204

5	Period per week	06
6	Weightage	100 marks
7	Course Objectives	**To enable the student teacher to-** • Understand concept, meaning and scope of social sciences. • Get acquainted with appropriate methodology as applicable to social sciences. • Prepare unit plan and lesson plan. • Acquire skill in teaching social sciences. • Acquire knowledge of various evaluation procedures and to device effective evaluation tools. • Acquire the ability to develop instructional support materials.

Course Contents

Unit I :   Nature and Scope of Social Sciences

• Social sciences and social studies: Course subjects of social sciences - History, Civics,Geography and Economics, inter-relationship between them.

• Rational for incluiding these area in school curriculum.

• Instructional objectives of Teaching Social Sciences at Secondary level.

Unit II : Methodology for Social Science Pedagogy

• Strategies for teaching Social Science in terms of specifics methods like Lecture, Question-Answer, Group Discussion, Project and Sourse Methods, Socialized Recitation and Supervised Study, Tutorials.

• Micro Teaching Skills- Introduction, Reinforcement, Probing Questioning, Stimulus Variation, Explaining, Black Writing etc.

• Selecting and using teaching aids: Chalk boards, objects and specimen, histrionics, models, graphs, charts, maps, pictures, slides, films, filmstrips, audio-visual aids, projected aids: Slide projectors, Film Projectors, Overhead projectors, epidiascope.

Unit III : Content Analysis and Lesson Planning

• Content analysis

• Unit Planning

• Lesson Planning.

Unit IV : Curriculum and Text-Books

• Place of social Studies in Secondary School Curriculum. Principles of CurriculumConstruction for Social science.

- Characteristics of good text-book, Evaluation of Social Science Textbooks

Unit V :   Social Science Teacher and co-curricular activities

- Qualities of Social Science teacher
- Principles of organizing co-curricular activities.
- Formation and management of Social Science clubs.
- Organizing seminars, debates, quiz, exhibition, competition, wall magazine, manuscriptmagazine.
- Using Community Resources
- Organizing field trips
- Social Science Room

Unit VI :   Transaction mode and Evaluation

- Objectives of evaluation in social science.
- Essay type, short answer type and objective type question in social sciences, theiradvantages and limitations, framing different types of questions.
- Construction of achievement test in Social Science.
- Continuous evaluation using feedback for improvement of teaching and learning in SocialScience.
- Diagnostic testing and Remedial teaching.

Course Structure

1.	Course Status	PEDAGOGY COURSES : PC1 & PC2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF MATHEMATICS
4	Course Code	E-205
5	Period per week	06
6	Weightage	100 marks

7	Course Objectives	To enable the pupil teacher to-
		1. Understand and appreciate the uses and significance of mathematics in daily life.
		2. Learn successfully various approaches of teaching mathematics and to use them judiciously.
		3. Know the methods of planning instruction for the classroom.
		4. Prepare curricular activities as per the needs.
		5. Appreciate and organize activities to develop aesthetics of mathematics.
		6. Obtain feedback both about teaching as well as studentslearning.

Course Contents

Unit I :   Entering into the Discipline

- Meaning & nature of mathemtics, Use & Significance of Mathematics.
- Contribution of some great mathematicians - Aryabhatta, Bhaskaracharya, Ramanujam,Euclid, Pythagorus & Rene Decarte.

Unit II: Aims and Objectives of Mathematics Teaching

- Aims and objectives of teaching mathematics at secondary and senior secondary levels.
- Taxonomy of Educational Objectives.
- Objectives of teaching mathematics in terms of behaviour outcomes.

Unit III :   Methodology for Mathematics Teaching

- Methods of Teaching: Inductive- Deductive, Analytic- Synthetic, Problem solving,Heuristics, Project & Laboratory Method.
- Techniques of Teaching: Oral, Written, Drill, Home-Assignment, Supervised study.
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation,Explaining, Black-Board Writing etc.

Unit IV: Developing Unit Plan, Lesson Plan and Material Aids
- Unit plan – Meaning and purpose of unit plan.
- Lesson plan - Meaning, purpose and Performa of lesson plan and its rationality.
- Teaching –Aids importance and classification.
- Developing/preparing low cost improvised teaching aids, relevant to local ethos.
- Application of computer in teaching of Mathematics.

Unit V: Development of Curriculum, Text Book and Activities of Mathematics

- Principles and rationale of curriculum development, organizing the syllabi bothlogically and psychologically according to the age groups of children.
- Organization of Mathematics Laboratory.
- Text book of Mathematics- Qualities of a good text book of mathematics.
- Using Mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc.
- Learning about the short cuts mentioned in Vedic mathematics

Unit VI: Evaluation in Mathematics

- Meaning and needs of Evaluation.
- Process of obtaining feedback and evaluation in mathematics in terms of cognitiveaffective and psychomotor behavioral development.
- Comprehensive and continuous evaluation (C.C.E.) in Mathematics.
- Development of test item (short answer and objective type).
- Preparation of an Achievement test.
- Diagnostic testing and Remedial Teaching.

Course Structure

1.	Course Status	PEDAGOGY COURSES : PC1 & PC2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF PHYSICAL SCIENCE
4	Course Code	E-206
5	Period per week	06

6	Weightage	100 marks
7	Course Objectives	**To enable the Student teachers to-** • Develop a broad understanding of the principles and procedures used in modern physical science education. • Develop their essential skill for practicing modern physical science education. • Develop their skills necessary for preparing international accessories. • Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson. • Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Course Contents

Unit I: Concept, Nature and Importance

- Meaning and nature of physical science, Path tracking discoveries and land markdevelopment in science, Impact of science on modern communities, Globalization and Science.
- Justification for including science as a subject in school curriculum, Eminent Indian and world Scientists - an introduction, Professions in the area of science.

Unit II: Aims and Objectives of Teaching Physical Science

- General aims and objectives of teaching physical science at secondary and seniorsecondary school stage. Instructional objectives with special emphasis on Bloom'sTaxonomy.
- Concept of entering and terminal behavior, defining desired outcomes (statements of objectives) for different levels of education like primary, upper primary, secondary and senior secondary.

Unit III: Methodology of Teaching Physical Science

- Methods - Lecture, Demonstration, Lecture-cum Demonstration, Heuristic, project,Laboratory, Problem Solving.
- Techniques – Team-Teaching, Computer Assistance Teaching.
- Excursion, Science – museums, Science – club, Science – fair, Science projects.
- Micro Teaching Skills-Introduction, Reinforcement, Probing Question, Stimulusvariation, Explaining, Black Board-Writing etc.

- Use of ICT in Teaching-Learning process of Physical Science with computer-aided methods like-Power Point, Multimedia, Simulation, Webinars etc.

Unit IV: Curriculum & Instructional Material Development

- Meaning, definition and Principles of Curriculum Construction and its types.
- Curriculum organization using procedure like concentric, topical, process and integrated approaches, Adaptation of the curriculum according to the local needs and the availability of local resources.
- Development of Physical science curriculum at different stages of school education e.g. primary, upper primary, secondary and senior secondary
- Current trends in science curriculum.
- Preparation, selection and use of teaching aids
- Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide, laboratory materials.

Unit V: Content Analysis and Lesson Planning

- Content analysis, pedagogical analysis of content (Taking an example of any one topic ofphysical science). Following points should be followed for pedagogical analysis –
  - Identification of minor and major concepts.
  - Listing behavioral outcomes.
  - Listing activity and experiments.
  - Listing evaluation procedure.
- Developing unit plans and lesson plans.

Unit VI: Evaluation in Science Teaching

- Evaluation: Meaning and needs, Formative and summative evaluation.
- Process of development of tests for measuring specific outcomes - cognitive outcomes,affective outcomes and psychomotor outcomes.
- Diagnostic testing and Remedial teaching.
- Preparation of achievement test, development of improvised apparatus.

Course Structure

1.	Course Status	PEDAGOGY COURSES : PC-1 & PC-2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF BIOLOGICAL SCIENCES
4	Course Code	E-207

5	Period per week	06
6	Weightage	100 marks
7	Course Objectives	**To enable the Student-teachers to-** • Develop broad understanding of principles and knowledgeused in biology science. • Develop their essential skills for practicing biological science. • Know various approaches and methods of teaching lifescience. • Lesson planning of biological science properly. • Prepare tools for evaluation in biological sciences.

Course Contents

Unit I :   Nature, concepts and importance

• History and nature of biological science.

• Importance of biological science for environment, health and peace.

• Interdisciplinary linkage of biological science and other school subjects.

• Value of biology in our lives.

• Four Indian eminent biologists and their discoveries.

Unit II : Objectives of Biology Teaching

• General aims and objectives of teaching biology difference between aims and objectives.Bloom's taxonomy of educational objectives.

• Writing objectives in terms of learning outcomes (behavioural term) for different levels ofschool teaching VIII, IX and X classes-RCEM approach of writing objectives.

Unit III :   Exploring learning

• Inductive and deductive approach. Different methods and techniques of teaching biology.

• Teacher centered approaches-lecture, demonstration, lecture cum demonstration.

• Child centered approach-project method, heuristic, problem solving, assignment.

• Use of ICT in Teaching-Learning process of Biological Science with computer-aidedmethods like-Power Point, Simulation, Webinars etc.

• Micro-teaching skills- Intoduction, Explaining, Probing questioning,Illustration andstimulus variaton etc.

Unit IV: Content Analysis and Lesson Planning

- Content analysis, pedagogical analysis of content (Taking an example of any one topic ofBiological science). Following points should be followed for pedagogical analysis –
    - Identification of minor and major concepts.
    - Listing behavioral outcomes.
    - Listing activity and experiments.
    - Listing evaluation procedure.

- Developing unit plans and lesson plans.

Unit V : Learner centered school curriculum.

- Principles of development of biological science curriculum. Trends in science curriculum.

- Analysis of text books and biology syllabi of NCERT and U.P. State VIII, IX asnd Xclasses.

- Importance and type of teaching aids. Use of audiovisual aids and improvised apparatus inteaching biology, biology laboratory.

- Biology museum, biology club, field trips, acquarium herbarium and vivarium exhibition.

Unit VI: Concept of evaluation and measurement

- Meaning and nature of evaluation and measurement.

- Tools and techniques of evaluation in biological science.

- Characteristics of a good test-reliability, validity, usability and norms of a test.

- Esay type, Short answer and objective type tests, Their Merits and demerits.

- Concept of formative, summative and diagnostic test.

- Construction of Achievement test.

- Diagnostic testing and Remedial teaching.

Course Structure

1.	Course Status	PEDAGOGY Course :PC-1 & PC-2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF COMPUTER SCIENCE
4	Course Code	E-208
5	Period per week	06
6	Weightage	100 marks

7	Course Objectives	To enable the student-teacher to –
		• Develop a broad understanding of the principles and procedures used in computer science education.
		• Develop their skills necessary for preparing international accessories.
		• Know the methods of planning instruction for the classroom.
		• Learn successfully various methods of teaching computerscience and use them judiciously.
		• Manage introduction activity in such a way that the vast majority of the learner attains most of the objectives

Course Contents

Unit I: Historical perspective, Aims and Objectives of Computer Science

- Historical Development of Computer (hardware and software)
- Present status of computer science as a school subject.
- Significance of teaching computer science at secondary/senior secondary schools.
- Aims and Objectives of teaching computer science-
  - Aims and Objectives of teaching computer science.
  - Classification of educational objectives (Bloom's taxonomy).
  - Statement of specific objectives in behavioral terms.

Unit II: Development of Curriculum in Computer Science

- Principles and rationale of curriculum development, organizing the syllabi bothlogically and psychologically according to the age groups of children.
- Organization of Computer Science Laboratory.
- Text book of Computer Science - qualities of a good text book of Computer Science.

Unit III: Methods of Teaching Computer Science

- Lecture method, Demonstration-cum-Discussion Method, Personalized Instruction Method.
- CAI technique, Hands on experience, Video Technology, Power Point Presentation,Software, Webinars etc.
- Co-operative Learning Approach, System Approach, Multimedia Approach.
- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulus variation,Explaining, Black Board-Writing etc.

Unit IV: Unit Planning, Lesson Planning and Teaching Aids:

- Meaning and Definition of unit plan and lesson plan
- Importance and steps of planning a lesson.

- Need, Importance, Preparation and using of Teaching Aids in Computer Science.
- Organization of Computer Laboratory.

Unit V: Basic Processes in Computer Science:

- Basic Programming.
- Data Representation.
- Computer Organization
- Operating Environment.
- Computer Network.

Unit VI: Evaluation in Computer Science:

- Meaning and importance of evaluation.
- Comprehensive and continuous evaluation (CCE) in computer science.
- Development of test items objective type, short answer type, essay type.
- Preparation of an Achievement Test.
- Analysis and Interpretation of Test results.
- Diagnostic testing and Remedial teaching

Course Structure

1.	Course Status	PEDAGOGY Course : PC-1 & PC-2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF HOME SCIENCE
4	Course Code	E-209
5	Period per week	06
6	Weightage	100 marks
7	Course Objectives	**To enable the student- teachers to-** • Understand the nature and scope of Home Science.

- Acquaint with the objectives of teaching Home Science in secondary and higher secondary schools.

- Acquire skills in planning a lesson with reference to methods and instructional materials and processing it effectively.

- Understand the various methods and techniques that can be employed in the teaching of Home Science.

- Develop a practical understanding of the technology of teaching Home Science and giving them practice in the use of various aids relating to the technology of teaching.

- Get an insight into the organization of co-curricular activities like Home Science clubs and home science exhibition.

Course Contents

Unit I :   Concepts

- The concept of Home Science: Meaning and components; place of Home Science insecondary education.

- Job opportunities in Home Science.

- Aims and objectives of teaching of Home Science.

- Correlation of Home Science with other school subjects.

Unit II: Pedagogical Analysis

- Foods, Nutrition and Health

- Child Care.

- Fiber and Fabric.

- Home Management-Importance of planning, principles of budget making.

- Hygiene and sanitation.

Unit III : Methods of Teaching

- Method of teaching as applied to Home Science (a) Teacher centred methods-lecture,demonstration (b) Child centred method-laboratory, project, assignment, discussion.

- Micro-teaching skills-Intoduction, Explaining, Probing Questioning, Illustration, stimulus variaton ,etc.

- Use of ICT in Teaching-Learning process of Home Science with computer-aidedmethods like-Power Point, Multimedia, Simulation, Softwares, Webinars etc.

Unit IV : Content Analysis and Lesson Planing

- Content analysis, pedagogical analysis of content (Taking an example of any one topicof Home science). Following points should be followed for pedagogical analysis –

- Identification of minor and major concepts.
- Listing behavioral outcomes.
- Listing activity and experiments.
- Listing evaluation procedure.

- Developing unit plans and lesson plans.

Unit V : Equipments of Teaching

- Development and designing of curriculum.

- Teaching aids-classification and importance.

- Development of text books.

- Planning of space and equipment for Home Science laboratory.

Unit VI : Evaluation

- Evaluation in Home Science-Meaning and importance of evaluation.

- Characteristics of a good evaluation device.

- Comprehensive and continuous evaluation.

- Evaluation devices-written, oral, observation, practical work, assignment.

- Diagnostic testing and Remedial teaching.

Course Structure

1.	Course Status	PEDAGOGY Courses :PC-1 & PC-2
2.	Course Number	V & VI
3	Course Title	PEDAGOGY OF COMMERCE
4	Course Code	E-210
5	Period per week	06
6	Weightage	100 marks
7	Course Objectives	**To enable the student- teachers to-** • Acquire knowledge of the terms and concepts used in the

pedagogical analysis of Commerce and Accountancy

- Understand lesson planning and evaluation aspects in teaching Commerce and Accountancy

- Apply the knowledge in analyzing higher secondary Commerce and Accountancy contents in terms of the techniques and aids for the purpose of teaching Commerceand Accountancy

- Develop skills in the preparation of lesson plan and construction of evaluation tools using the suitable techniques

- Develop interests in learning recent developments in Commerce and Accountancy

- Develop a desirable positive attitude towards the teaching of Commerce and Accountancy.

Course Contents

Unit I : Concept, Aims and Objectives of Commerce Teaching

- Meaning and scope of Commerce as a subject, Historical development of commerceeducation in India.

- Place of commerce in Indian school Curriculum

- Aims and Objectives of Commerce.

- Instructional Objectives -meaning, importance and specification of instructionalobjectives in behavioural terms (with respect to Bloom's Taxonomy).

- Objectives of Commerce education at High school and Intermediate levels (vocational& academic).

Unit II : Methods and Techniques of Commerce Teaching

- Various Methods of teaching Commerce-Lecture and discussion methods, Projectmethod, Heuristics, Problem solving method etc.

- Techniques of Commerce teaching-questioning & demonstration.

- Approaches of book-keeping teaching (journal approach, ledger approach, cash-book& equation approach).

- Plans of commercial practice teaching (rotation, office model, battery and co-operativeplan).

- Micro teaching Skills-Introduction, Reinforcement, Probing Question, Stimulusvariation, Explaining, Black-Writing etc.

- Use of ICT in Teaching-Learning process of Commerce with computer-aided methodslike-Power Point, Simulation, Softwares, Webinars etc.

Unit III : Teaching Aids and Text Books of Commerce Teaching

- Teaching aids in Commerce

- Co-curricular activities in Commerce.

- Commerce Room

- Text book of Commerce teaching

Unit IV: Content Analysis and Lesson Planning

- Content Analysis

- Unit Plan and Resource Plan

- Lesson Planning

Unit V : Curriculum, Correlation with other Subjects, Commerce Teacher

- Curriculum in Commerce (i) Principles of curriculum construction (ii) Criticalevaluation of High School syllabus.

- Correlation of Commerce with other subjects (i) Need & Importance (ii) Correlationwith Maths, Geography & Economics.

- Commerce teaching (i) Profile of a good Commerce teacher (ii) Professional growth ofa Commerce teacher.

Unit VI : Evaluation in Commerce.

- Concept, scope and importance of evaluation.

- Tools and Techniques of evaluation and characteristics of a good test.

- Construction and administration of an achievement test.

- Diagnostic testing and Remedial teaching

Course Structure

1.	Course Status	PEDAGOGY Courses : PC-3
2.	Course Number	XIII
3	Course Title	ASSESSMENT FOR LEARNING
4	Course Code	E-401
5	Period per week	03
6	Weightage	50 marks
7	Course Objectives	**To enable student-teachers to** • Become cognizant of key concepts such as measurement & evaluation, assessment, test examination, formative & summative evaluation etc.

- Be exposed to different kinds of assessment that aid student learning.

- Have an idea of new trands in evaluation.

- Learn the different characteristics of standardize test-Reliability, validity, Norms, etc.

- Relate & use statistics in educational setting

Course Contents

Unit I: Measurement, Assessment and Evaluation

- Concept of Measurement, Assessment & Evaluation, Test Assessment, Examination,Formative & Summative Evaluation, Continuous and Comprehensive Evaluation

- New Trands: Open Book Examination, Grading, CGPA (Cummulative Grade PointAverage), CBCS (Choice Based Criedt System).

- Distinction between 'Assessment for Learning' & 'Assessment of Learning'

Unit II: Assessment Tools

- Quantitative & Qualitative Tools.

- Contructing an Achievement Test- Preparation of Blue-Print, Item-Analysis and Try out.**Unit III:**

  Standardization of Measuring Instrument

- Objectivity
- Reliability
- Validity and
- Norms.

Unit IV : Data and Measures of Central Tendencies

- Data: Meaning & Types of data, Frequency Distribution, Graphic Representation,Percentage.

- Measures of Central Tendencies – Mean, Median & Mode.

Unit V: Measurs of Variability & Correlation

- Range, Quartile Deviation, Standard Deviation, Percentile.
- Coorelation: Meaning and Types, Calculation of coorelation by Spearman Rank- ordermethod.

Task and Assignments (any one) :

- Determination of Reliability & Validity of any self made Test.

- Preparation of Blue Print of an Achievement Test

- Construction of Objective type test, Unit test, and a Annual Examination paper of bothteaching subjects..

Course Structure

1.	Course Status	PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE)
2.	Course Number	**XIV**
3	Course Title	EDUCATIONAL ADMINISTRATION AND MANAGEMENT
4	Course Code	E-501
5	Period per week	**03**
6	Weightage	**50 marks**
7	Course Objectives	**To enable student-teachers to-** • Acquaint the student teaches with the concept and concerns of educational administration. • Develop an understanding of the role of the headmaster and the teacher in school management. • Enable the students to understand to concept at importance of communication and its possible barriers in educational administration.

- Enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.

- Acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation

Course Contents

Unit I : **Concept of Educational Administration and Management**

- Nature, objectives and scope of Educational Administration.

- Concept of Educational Management, Human beings as inputs, process and product inputs.

Unit II : : **Basic functions of administration**

- Planning, Organizing, Directing and Controlling.

- Maintenance of discipline, control management.

- Co-ordination and growth development.

- Supervision and inspection, defects in the present supervision and inspection.

Unit III : **Communication in Educational administration** :

- Role of communication in effective management and administration.

- Methods of communication.

- Barriers of communication in educational administration.

- Overcoming barriers to communication.

Unit IV : **Management of schools** :

- **R**ole of headmaster in planning of school activities, approaches to management-manpowerapproach, cost benefit approach, social demand approach, social justice approach.

- Role of the headmaster in monitoring, supervision and evaluation.

- Role of headmaster in motivating the staff, in resolution of interpersonal conflicts.

- Role of the headmaster in creating resources and managing financial matters.

- Optimum use of available resources for growth and development of the school.

- Staff development programmes.

- Role of teachers in school management and administration.

Unit V : **Educational administration in the state** :

- The administrative structure in the field of education in the state.

- Control of school education in the state a critical analysis:

-Functions of the state government in relation to secondary and higher secondary schools.

-Functions of the board of secondary education in controlling secondary schools.

-Problems of secondary school administration in government schools.

Task and Assignments :

- A study of Leadership style of Headmaster of High School of the district.

- A study of infra-structure facilities like Black Board, Furniture, Electricity, Drinking water,ICT in No. of schools.

- A survey/project on any Related problem.

- Critical analysis of any theme of the course content in about eight to ten pages.

Course Structure

1.	Course Status	PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE)
2.	Course Number	XIV
3	Course Title	**GUIDANCE AND COUNSELING**
4	Course Code	E-502
5	Period per week	**03**
6	Weightage	**50 marks**
7	Course Objectives	**To enable student-teachers to-** • Develop an understanding of the need and importance of career information for the pupils. • Identify their role and function in locating, collecting, evaluating and disseminating career information for the use ofpupils. • Develop an understanding of how one's ability, interests and aptitudes are related to world of work. • Know about the importantance of developing the right attitude and values at every stage of education.

Course Contents

Unit I :   **Meaning and concept of Guidance.**

- Concepts, Need and Importance of Guidance.

- Principles of Guidance, Procedure of Guidance (Steps).

- Types-educational, vocational and personal.

- Techniques of Guidance: Observation, Interview & Sociometry.

Unit II :   **Meaning and concept Counseling**

- Concepts, Need & Importance of Counseling.

- Principles of Counseling, Counseling process and Role.

- Directive, Non Directive &Electric Counseling.

- Techniques of Counseling: Lectures, Discussions & Dramatic.

Unit III :   **Meaning and concept Career Information**

- Meaning of career and career information components of career information.

- Occupational information, information about education and opportunity and personal-social information.

- Aims to study career information at different levels.

- Career information: Sources, method of collection, classification and filling-up ofinformations and evaluation of the information.

Unit IV :   **Career Information and Training**

- Information about Education and Training opportunities of primary, elementary andsecondary levels school.

Unit V :   **Career Information and School**

- Personal-social information at every school level.

Task and Assignments:

- Prepare a student profile in terms of Intelligence, Intrests, Aptitude, Personality andSelf-Concept and giving him/her proper vocational Guidance.

- A survey /project on any related problem.

- Critical analysis of any theme of the course content in about eight to ten pages

Course Structure

1.	Course Status	PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE)
2.	Course Number	**XIV**
3	Course Title	ENVIRONMENT EDUCATION
4	Course Code	E-503
5	Period per week	**03**
6	Weightage	**50 marks**
7	Course Objectives	**To enable student-teachers to-** • Enable the student teacher understand about the concept of environmental education. • Develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies. • Develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development. • Develop reasonable understanding about the role of school and education in fostering the idea and learning to live in harmony with nature. • Enable the students to understand about the various measures available to conserve the environment for sustaining the

		development.

Course Contents

Unit I: **Basic Concept and Nature of Environment**

- Meaning, scope and nature of environment. Natural and Man-made Environment.
- Ecosystem-Structure, function and its components.
- Energy flow in Ecosystem-Food chains, Food webs and Ecological pyramids.

Unit II: **Natural Resourses and Associated Problems**

- Forest Resourses – use and overexploitation. Deforestation-cause, effects and remedy
- Water Resourses- use and overexploitation of surface and ground water. Rain waterHarvesting and watershed management.
- Mineral Resourses- use, exploitation and conservation, effect of mining on man &environment.
- Food Resourses- world food problems-changes caused by agriculture and overgrazing,effect of modern agriculture, fertilizers, pestisides, water logging and Salinity.
- Energy Resourses- growing energy need renewable and non-renewable energy sources,Conservation and alternate energy sourses.

Unit III: **Biodiversity and its conservation**

- Meaning and values of Biodiversity, India as a Mega diversity Nation.
- Threats to Biodiversity-habitat loss, poaching of wild life, man-wildlife conflicts.
- Conservation of genetic diversity, an important environment priority: learning to live inharmony with nature.

Unit IV: **Environment Issues and Its Preventive Measures**

- Causes and effects of environmental hazard, global and local Environmental pollution andits remedies. Air, Water, Soil, Marine, Noise, Thermal and Nuclear Pollution.
- Climate Change- Global Warming, Acid Rain, Ozone layer depletion, Piller Melting.
- Natural Disasters-Flood, Earthquake, Cyclone and Land slides.

Unit V: **Environment Management**

- Programmes of Environmental Education for attitude changes among the children.
- Environmental Ethics and Values.
- Environmental Acts, Rule and Regulations.
- Role of school in environmental conservation and sustainable development.

Task and Assignments (any one) :

- To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this task is to include any one of the following topics :

    - Noise Pollution

    - Water Pollution

    - Air Pollution

    - Deforestation

    - Role of the Pollution control boards

    - .Role of Voluntary Organizations.

- Critical analysis of any theme of the course content in about eight to ten pages

Course Structure

1.	Course Status	PEDAGOGY COURSE : PC4 (OPTIONAL COURSE-ANY ONE)
2.	Course Number	XIV
3	Course Title	COMPUTER EDUCATION
4	Course Code	E-504
5	Period per week	03
6	Weightage	50 marks
7	Course Objectives	**To enable student-teachers to –** • Acquire knowledge of computers, its accessories andsoftware. • Acquire the skills of operating a computer in multifarious activities pertaining to teaching. • Understand features of MS Office and their operations. • Develop skill in using MS-Word, Power points and Spread sheets. • Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.

- Appreciate the value of CAI/CML packages on optional subjects and use them in class room instruction.
- Acquire skill in accessing World Wide Web and Internet and global accessing of information. integrate technology in to classroom teaching learning strategies
- Develop a broad understanding of the principles and procedures used in computer education.

Course Contents

Unit I: Meaning, Definition and Historical Perspectives of Computer

- Meaning and Definition of computer.
- Historical perspective.
- Computer Generations and its classification.
- Block diagram of a computer Peripherals, and working of a computer.

Unit II: Computer Hardware

- Input devices: Keyboard, mouse, joystick, touch screen, touch pad, magnetic ink characterreader, optical mark reader, bar code reader, scanner, web camera etc.
- Output devices: Monitor, printers (line, serial, dot matrix, inkjet, and laser).

- Primary storage devices: RAM, ROM and its types.
- Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB).

Unit III: Binary Arithmetic and Data Representations

- Decimal and Binary number system.
- Representation of Characters.
- Integers and fractions in computers.
- Films point Representation and Floating point representation.

Unit IV: Computer Programmes

- MS-WINDOWS
- MS-WORD
- SPREADSHEET
- POWER POINT
- INTERNET

Unit V: Computers in Education

- Computer application in educational institutions in-

    - Academic activities
    - Administrative activities
    - Co-curricular activities

- Examination Work
- Research activities
- Library
- Class room Teaching

Task and Assignments (Any one)

- Develop Computer Based Learning Packags in Science/Mathematics/Sosical Science/Language.

- Survey /Project on any related problem.

- Critical analysis of any theme of the course content in about eight to ten pages

Course Structure

1.	Course Status	PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE)
2.	Course Number	XIV
3	Course Title	HEALTH, PHYSICAL EDUCATION & YOGA
4	Course Code	E-505
5	Period per week	03
6	Weightage	50 marks
7	Course Objectives	**To enable student-teachers to**- • Understand the concept of wholistic health and its various dimension and determinants of health. • Acquaint them to school health programme & its importance. • Sensitize the student teacher towards physical fitness & its importance. • Acquire the skills for assessment of physical fitness. • Introduce them to the philosophical bases of Yoga. • Understand the process of stress management through Yoga education.

		• Acquire the knowledge of teachniques of performing yogasana and develop the skill for the same.

Course Contents

Unit I :   Health

- Introduction, Defination and meaning of Health.
- Dimension of Health.
- Determinants of Health.
- Importance of Balance diet.
- School Health Programme and role of teacher in development of Health.

Unit II :   Physical Education

- Introduction, Definition and meaning of Physical Education.
- Objectives of Physical Education.
- Scope of Physical Education & allied areas in Physical Education.
- Need & Importance of Physical Education in different level of school.

Unit III :   Physical Fitness

- Definition, Meaning, Types & factors of Physical Fitness.
- Factors affecting Physical Fitness.
- Benefits of Physical Fitness.
- Importance of Physical Activities at school level.
- Assessment of Physical Fitness.

Unit IV: Concept of Yoga and Ashtang Yoga

- Yoga- Meaning, Concept and its Importance.
- Mis-concept of Yoga.
- Eight disciplines of Yoga-Ashtang Yoga.
- Precautions to keep in mind while performing Yogasan.
- Different types of Yogasans & their techniques of practicing.

Unit V: Meditation, Pranayam & Stress Management

- Meditation: Nature, Procedure & its Importance.
- Pranayam: Meaning, Nature & Relationship with mind.
- Different types of Pranayam; Kapalbhati; Bhastrika Pranayam, Surya Bhedan Pranayam,Chandrabhedan Pranayam, Anulomvilom Pranayam.

- Stress: Meaning and its Reasons.
- Role of Yoga in Stress Management.

Task and Assignments (Any one)

- Assessment of Health Related Physical-Fitness (HRPF)

    (a) Body Composition : Body Mass Index (BMI) & waist Hip Ratio (W.H.R.)

    (b) Cardio-Respiratory endurance.

    (c) Muscular strength and endurance.

    (d) Flexibility.

- Yogasana, Pranayam and Shudhi kriya organized at school level.
- Critical analysis of any theme of the course content in about eight to ten pages

Course Structure

1.	Course Status	PEDAGOGY COURSE : PC-4 (OPTIONAL COURSE-ANY ONE)
2.	Course Number	XIV
3	Course Title	LIFE STYLE MANAGEMENT
4	Course Code	E-506
5	Period per week	03
6	Weightage	50 marks
7	Course Objectives	**To enable student-teachers to** • Identify their life styles • Manage the challenges of day to day life. • Developing a successful personality

Course Contents

Unit I: Basics of Life Style

- Daily Routine
- View of Life
- Goal and Ideal of life.
- Values and commitment.

Unit II :   Identification of Life Style

- Self-Evaluation
- Creative potentials
- Positive mental attitude
- Behavior skills and relationship

Unit III : Life Style Management

- Crisis of life style management

    - Refined view of life.
    - Stress-(causes/effect)
    - Negative emotions
    - Lack of self leadership

- Process of life style management

    - Change thinking pattern
    - Developing ideal routine
    - Creative and positive use of negativity
    - Spiritual practices.

Unit IV: Concept of Personality

- Meaning of Personality

- Dimensions of Personality:

    - Physical
    - Mental
    - Emotional
    - Spiritual
- Skills of Personality:
    - Self-Assessment Techniques
    - Adjustment Skills
    - Creative Reading and Writing Skills

Unit V: Personality Building

- Developing Personality potential:

    - Physical Well-Being
    - Intellectual strength
    - Emotional Maturity
    - Purity of thought and action.
- Successful Personality:
    - Self awareness
    - Self-confidence
    - Creative excellence
    - Emotional Intelligence

- Refinement of personality
  - Inner Health
  - Spiritual Insight
  - Devotion to Duty
  - Life of Integrity

Task and Assignments (any one)

- Diary Writing
- Swadhyay (self-study)
- Meditation
- Creative Writing
- Self presentation
- Critical analysis of any theme of the course content in about eight to ten pages

PRACTICUM: COURSE - VII, VIII, XV &XVI

PC 5: Preparation to Function as a Teacher (Teaching Skills) (E-701)

During the first year, the teacher-preparation programme will offer the training amounting to a minimum of 5 weeks.

This will include:

- **One week workshop on Lesson-Planning based on constructivistic approach**: Covering different aspects like theory of lesson-planning, questioning, Defective Questions, Developing Question, How to put Question, How to receive Answers, Discipline, Role of Eye-control, etc.

- **One week workshop on Micro-Teaching:** Atleast 5 teaching skills will be mastered in each Pedagogy course like-Introduction, Reinforcement, Probing Question,Stimulus Variation, Explaining etc.

- **One week Practice-Teaching in Simulated condition:** in each Pedagogy course.

- **Two week Practice-Teaching in Real-Class room situation in a school:** For it, the student-teachers will be attached to a particular school as 'School Attachment', where they will deliver their lessons. These lessons will be observed by peers as well as

by subject-supervisors daily, which will provide them feedback for the modification of their behavior.

This shorter period is to provide the student-teachers adequate exposure to have a 'feel' of dealing with teaching-learning. It will help him/her to develop the basic teaching skill required to deal with students effectively in classroom.

PC 6: School Internship (Teaching Competence) (E-703)

In the second year, there shall be a minimum of 16 weeks of intensive engagement with theschool in the form of School Internship. For this, the student-teachers will go for 'School Placement', during which their role in the school is something like an apprentice and they shall work as a regular teacher & participate in all the school activities including planning, teaching and assessment, interacting with school-teachers, & children to understand the school in totality its philosophy & aims,organisation & management,the life of a teacher, the needs of the physical, mental and emotional development of children. They will be engaged in school functioning in all its aspects in consultation with the School-mentor, like-

- Participating in various 'out-of-class room' activities in school.

- Organizing events eg., cultural activities, debates, games, quiz, essay-competition, drama, etc.

- Preparation of School calendar, time-table, assessment schedule, evaluation tools etc.

- Preparing a suggested comprehensive plan of action for some aspect of schoolimprovement.

School-Internship shall be designed to lead to the development of 'Teaching Competence of a professional, teacher dispositions and sensitivity.

Student-teachers are to be actively engaged in teaching at two levels, namely, upperprimary & secondary. They should also be provided opportunities to teach in government &private schools with systematic support & feedback from the faculty.

It is important that the student-teachers will consolidate & reflect on their teaching experience during the school-internship.

- Student-teacher will maintain a **Journal (A Diary)** in which he/she records one's experiences & observation, etc. daily.

- Student-teacher will also maintain a **Portfolio** of all the activities like-details of daily- teaching eg., topic, date, class, objectives of teaching, resources used, assessment tools, homework given, etc.

- Student-teacher will work on a **Project on Action Research** based on any Educational problem of School, which will be selected in consultation with the concerned facultysupervisor.

Final Presentation

At the end of School-Internship each student-teacher will be expected to present:

- **The Journal** – Containing day-to-day report about different activities, like-teaching,events, etc. mentioned above.

- **The Portfolio** - Containing evidences (proof) of different activities & events in theform of different photographs, photocopies,etc.

- **The Project Report** – Containing the data, analysis and interpretation based on ActionResearch conducted by him/her.

- **Presentation of Teaching through PPT/OHP** - on any one topic of school subject.These four things will be included in the evaluation of School-Internship

- The Journal of 50 marks.

- The Portfolio of 50 marks.

- The Project Report of 50 marks.

- Presentation of Teaching through PPT/OHP on any topic of School Subject of 50marks

GROUP C: ENHANCING PROFESSIONAL CAPACITY EPC COURSES

EPC 1   :   STRENGTHENING LANGUAGE PROFICIENCY (CODE: E-702)

Language is the medium for comprehending ideas, for reflection and thinking,as well as for expression and communication. Enhancing one's capacity in language proficiency is thus a vitalneed of student-teachers irrespective of the subject area that they are going to teach.

Objectives: To enable student-teachers to-

- Strengthen the ability to read correctly
- Strengthen the ability to pronunciate
- Strengthen the ability to write correctly
- Strengthen the ability to communicate correctly.

Activities :

One or two workshops on Language proficiency course on Hindi and English of 7-10 day each,may be organized. It may course the following content –

- fgUnh Hkk"kk ¼i½ o.kZ&Loj o O;atu /ofu] ek=k,a ¼ii½ 'kCn & i;kZ;okph o foykse 'kCn ¼iii½ 'kCn jpuk&lfU/k] lekl] milxZ] izR;; ¼iv½ :i fopkj& laKk] loZuke] fo'ks"k.k] fØ;k fØ;kfo'ks"k.k] vkfn ¼v½ okD; fopkj&fojke fpUg] vkfn ¼vi½ jpuk&i=] izkFkZZuk i=] fucU/k dgkuh vkfnA

- English Language – (i) Alphabet-Vowel & Constonant sounds (ii) word-synonym & Anatonym (iii) Word Formation (iv) Parts of Speech – Noun, Pronoun, Adjective, Verb, Adverb, etc. (v) Sentence – Punctuation & Analysis (vi) Composition-Letter, Application, Essays, Story, etc.

EPC 2 : ART AND AESTHATIC
(CODE: E-702)

The need to integrate arts education in the formal schooling of our students is to retainour unique cultural identity in all its diversity nd richness. The National curriculum Framework (2005) reminds us that the school curriculum must integrate varios domains of knowledge with a deep relationship between head, heart &hand so that the curriculum encompasses all,& is not separated from the co-curricular or extra-curricular.

Objectives : To enable student-teachers to-

- Gain direct experiences

- Develop motor skill

- Make students believe in the dignity of labour

- To nurture children's creativity and aesthetic sensibilities.

Activities:

An artist or artisam may be invited to organize a workshop on Art & Aestretics. Thestudent-teachers may be asked to prepare atleast 5-items of different categories :-

- Paper meshing

- Pot Decoration

- Wall hanging

- Paper cutting

- Flower making

- Candle Making

- Stiching

- Knitting

- Embroidery

- Soft toys making

- Paper framing

- Weaving or printing of textiles

- Making of poster

- Making of Rangoli

- Making of Puppets etc.

EPC 3 : READING AND REFLECTING ON TEXTS

This course will serve as a foundation to enable student-teachers to read and respond toa variety of texts in different ways depending on the purposes of reading, like-personal or creative or critical or all of these.

Objectives : To enable student-teachers to-

- Develop study – habits
- Develop skill of reading &writing
- Develop skill of summarization
- Develop skill of note-taking.

Activities:

Student-teachers are expected to sit in the library regularly and to review at least 10-booksof different categories in about 500 word each. These may be as follows –

- Review of text books related to core courses
- Review of reference Book related to core courses
- Review of Text Books related to Pedagogy courses
- Review of Reference to Book related to Pedagogy courses.
- Review of Policy Documents, Autobiography, Commission Reports, etc.
- Review of studies about school, historical books and other educational miscellaneousbooks.

EPC 4:   Understanding of ICT
(CODE: E-704)

Preparing teachers to use technology in a classroom is an important step of ICT enabled education in the country. This course will focus on moving beyond computer literacy and ICTaided learning, to help student-teachers interpret and adabt ICTs in the teaching-learning process.

Objectives : To enable student-teachers to-

- Have a basic familiarity with computers
- Understand & appreciate ICT as an effective learning tool for learners
- Understand ICT as an emormous functional support to teachers.

Activities :

A workshop on ICT for 10-15 days way be organized or a provision of one period/week may be made daily in the time-table to learn and to practice in computer labs. Student-teacher are expected to learn the following:

- Use of radio and audio media in script writing, story-talling, etc.
- Use of TV & video in education
- Use of news paper in education
- Functional knowledge of operating computers- word processing, power point, excel, etc.
- Effective browsing of the internet for selecting relevant information.

- Downloading relevant material
- Competencies in developing software
- Developing PPT slide show for classroom use
- Use of available software or CDs with LCD projection for subject learning interactions
- Generating demonstrations using computer software.

EPC-5 : SCOUTING AND GUIDING
(CODE : E-704)

This is an international programme to develop social-sensitivity and to make students dutiful towards the nation & the world so that they may serve the humanity.

Objectives : To enable student-teachers to-

- Develop the characteristics of good citizenship.
- Develop world Peace.
- Develop two feeling of dignity of labour.
- Make students self-reliant
- Develop the physical, mental & spirtual powers.

Activities:

This can be achieved through organizing a scouting camp of 6-7 days to impart training in-

- First-aid against fracture, snake bite poision, electric current, etc.

- Using safety-measures against fire, chemicals, electrical equipments, etc.
- Using compass & maps.
- Using different types of knots
- Constructing a bridge, etc.
- Different types of physical exercise etc.

EPC-6: WORKING WITH COMMUNITY
(CODE: E-704)

This programme gives opportunity to attach with and to solve the problems of thecommunity to make the student-teachers sensitive and aware about the society.

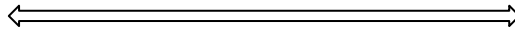### Objectives: To enable student-teachers to

- develop social-sensitivity among student-teachers
- develop sympathy with the poor and the people below-poverty-line.
- Develop awareness about the environment.
- To have the positive attitude toward the neglected class.

Activities:

This can be achieved by organizing a number of programme for the welfare of thecommunity, like –

- To educate the dropouts & Adults (Literate India)

- To educate the people of slum areas to take the nutritious diet. (Quit Mal-nutritious).

- To make the people learn the importance of small family norm (chota pariwar sukhipariwar)

- To make the people learn the importance of the girls-child & its education for the Familyand the society (Beti Bachao Beti Padhao)

- To motivate the people to grow more plants (Green India)

- To motivate the people to keep the city and the public places clean (Clean India)

- To motivate the people to save river and ponds (Clean Water).